

Fairfields Primary School  
Nursery & Rising 3's Long Term Overview

Area of Learning	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				Rising 3's Provision		Rising 3's Provision	
Possible Themes/Interests/Lines of Enquiry (Changeable)	<b>Starting Nursery.</b> A transition into new routines, rules and expectations.  <b>I Wonder who I am?</b> Ourselves & Our Family  <b>I Wonder What It Is Like Outside Today?</b> Autumn	<b>I Wonder Why We Celebrate That?</b> Bonfire Night, Diwali & Christmas	<b>I Wonder How It Works?</b> Forces and Materials  <b>I Wonder Why We Celebrate That?</b> Chinese New Year  <b>I Wonder What It Is Like Outside Today?</b> Winter	<b>I Wonder How They Will Change?</b> Farms and Lifecycles (Animal/Minibeast Lifecycles)  <b>I Wonder Why We Celebrate That?</b> Easter  <b>I Wonder What It Is Like Outside Today?</b> Spring	<b>I Wonder How They Grow?</b> (Plants and plant life cycles, Growing and healthy eating)  <b>I Wonder How They Will Change?</b> Minibeast Lifecycles	<b>I Wonder Where Barnaby Bear Is Today?</b> Holidays and travel. (Countries around the world)  <b>I Wonder What It Is Like Outside Today?</b> Summer	
Rising 3's Provision			<b>Traditional Stories</b> <ul style="list-style-type: none"><li>Three Little Pigs</li><li>Three Billy Goats Gruff</li><li>Hansel &amp; Gretel</li></ul> <b>I Wonder How It Works?</b> Forces, materials, dens and bridges <b>I Wonder Why We Celebrate That?</b> Chinese New Year <b>I Wonder What It Is Like Outside Today?</b> Winter	<b>Traditional Stories</b> <ul style="list-style-type: none"><li>The Little Red Hen</li><li>The Ugly Duckling</li><li>The Enormous Turnip</li></ul> <b>I Wonder Why We Celebrate That?</b> Easter <b>I Wonder What It Is Like Outside Today?</b> Spring	<b>Traditional Stories</b> <ul style="list-style-type: none"><li>Little Red Riding Hood</li><li>Tiger Who Came to Tea</li></ul> <b>I Wonder what I can see and feel?</b> Weather/Colour, pattern and texture  <b>I wonder what's under the sea?</b> Sea Creatures and the beach	<b>Traditional Stories</b> <ul style="list-style-type: none"><li>Jack and The Beanstalk</li><li>Goldilocks and the Three Bears</li><li>Gingerbread Man</li></ul> <b>I Wonder What It Is Like Outside Today?</b> Summer	
Communication and Language	Can say good morning and good bye.  Begins to pay attention to others speaking.  Can communicate their needs to a key adult.  Joins in with rhymes and singing.	Develops their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmmed for swam'.  Uses talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Expresses a point of view and to debate when they disagree with and adult or a friend, using words as well as actions.	Starts a conversation with an adult or a friend and continue it for many turns.  Uses a wider range of vocabulary.	Enjoys listening to longer stories and can remember much of what happens.  Understands a question or instruction that has two parts, such as: "Get your coat and wait at the door".	Understands 'why' questions, like: "Why do you think the caterpillar got so fat?".  Sings a large repertoire of songs.  Uses longer sentences of four to six words.  Knows many rhymes, be able to talk about familiar books and be able to tell a long story.	
	Rising 3's Provision		Understands simple instructions. Understands frequently used words or phrases Joins in with singing nursery times, using props and actions to support. Recognises and points to objects if asked about them. Focuses on an activity of their own choice.	Listens carefully to rhymes, songs and stories. Begins joining in with repeated refrains. Uses intonation, pitch and changing volume when talking. Starts to say how they are feeling.	Responds to a simple instruction. Listens to other people's talk with interest. Understands and acts on longer sentences. Uses the speech sounds 'p, b, m, w' Identifies familiar objects and properties.	Can speak clearly about something that interests them. Understands simple questions about 'who' 'what' and 'where'	
Personal, Social and Emotional Development	Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  Becomes more outgoing with unfamiliar people, in the safe context of their setting.		Begins to understand how others might be feeling.  Shows more confidence in new social situations.  Increasingly follows rules, understanding why they are important.	Listens to simple stories and understands what is happening. Enjoys singing, music and toys that make sounds.		Selects and uses activities and resources, with help when needed. Develops their sense of responsibility and membership of community. Plays with one or more other children, extending and elaborating play ideas.  Talks with others to solve conflicts.  Finds solutions to conflicts and rivalries with help.  Follows some rules independently.	
	Rising 3's Provision		Find ways to calm themselves, through being comforted by their key person. Find ways to manage transitions. Establish their sense of self. See themselves as a valuable individual Listens when instructions are given to them Plays with increasing confidence on their own and with other children. Feels strong enough to express a range of emotions.			Expresses preferences and make decisions. Taks about their feeling and emotions in more elaborate ways, socially and emotionally. Selects and uses activities and resources with help, and use them at appropriate times. Notices and asks questions about differences. Eg, hair colour.	
	Demonstrates good use of manners, saying please and thank you at snack time and while playing with other children, and with adults. Develops the ability to self-regulate own behaviour Develops confidence and independence. Develops pretend play.						
	Uses large-muscle movements to wave flags and streamers, paint and make marks.	Increasingly independent in meeting their own care needs (e.g. toileting, washing & drying own hands)	Starts to eat independently and learning how to use a knife and fork.  Chooses the right resources to carry out their own plan. For example, choosing a	Shows a preference for a dominant hand.  Increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.	Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Increasingly independent as they get dressed and undressed.	

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Physical Development		Makes healthy choices about food, drink, activity and tooth brushing.	spade to enlarge a small hole they dug with a trowel.  Starts taking part in some group activities which they make up for themselves or in teams.	Goes up steps and stairs, or climb up apparatus, using alternate feet.	Skips, hops, stands on one leg and hold and pose for a game like musical statues.	Uses one handed tools and equipment (e.g. scissors)  Uses a comfortable grip with good control when holding pens and pencils.  Match's their developing physical skills to tasks and activities in the setting (e.g. decide whether to crawl, walk or run across a plank)
	Rising 3's Provision		Tries a wide range of food. Understands the use of potty and toilet  Develops manipulation and control. Explores different materials and tools. Becomes more independent, washing their own hands, helping to put on their shoes and coat.	Builds independently with a wide range of resources. Develops use of one-handed tools. Can walk, run, jump and climb, becoming more confident with stairs  Shows a preference for a dominant hand when using mark making tools. Beginning to kick, throw and catch balls. Independently spins, rolls and uses ropes and swings.	Uses large and small motor skills to do things independently.  Sits on a push along wheeled toy, use a scooter or ride a tricycle.	Independently uses the toilet, can re dress and then wash their own hands.  Uses an open cup at mealtimes, without spilling.
	Continues to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills.					
Literacy	Develops their phonological awareness: Spot and suggest rhymes.  Recognises own name.	Develops their phonological awareness: Spot and suggest rhymes.  Develops their phonological awareness: Count or clap syllables in a word.	Develops their phonological awareness: Recognises words with the same initial sound, such as money and mother.	Use some of their print and letter knowledge in their early writing (e.g writing a pretend shopping list.  Develop their phonological awareness.	Engages in extended conversations about stories, learning new vocabulary.	Writes some or all of their name.
Phonics	Little Wandle Foundations	Little Wandle Foundations	Little Wandle Foundations	Little Wandle Foundations	Little Wandle Foundations	Little Wandle Foundations
	Rising 3's Provision		Says and sings some of the words in songs and rhymes. Enjoys drawing freely, making their own marks.  Enjoys sharing books with an adult, responding to the pictures or words.  Pays attention and responds to the pictures or words	Asks questions about a book they enjoy.  Begins adding marks to their drawings, which they give meaning to.  Listens to familiar stories and joins in with repeated refrains.  Seeks out favourite books and looks through them independently.	Makes comments and shares their ideas.  Recognises their name in familiar places; on their peg, pieces of work, coat etc.	Make marks on their paper to stand for their name. Develops play around favourite stories using props. Recognises print which has meaning, the first letter of their name, door number, logos etc.
Mathematics	Shows 'finger numbers' up to 5.  Uses informal language like 'pointy', 'spotty', and 'blobs'.	Says one number for each item in order: 1,2,3,4,5.  Compares quantities using language 'more than' 'fewer than'.  Talks about and identify the patterns around them.	Links numerals and amounts.  Experiments with their own symbols and marks as well as numerals.  Describes a familiar route.  Discusses routes and locations, using words like in front of and behind.	Says one number for each item in order: 1,2,3,4,5.  Combines shapes to make new ones.	Solves real world mathematical problems with numbers up to 5.  Makes comparisons between objects relating to size, length, weight and capacity.  Begins to describe a sequence of events, real or fictional, using words such as first, then.  Understands position through words alone with no pointing.  Select s shapes appropriately (flat surfaces for building, a triangular prism for a roof)	Can recognise up to 3 objects, without having to count them individually (subitising).  Recites numbers past 5.  Talks about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round.  Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
	Rising 3's Provision		Joins in with finger rhymes with numbers. Completes inset puzzles. Counts everyday objects. Reacts to changes of amount in a group of up to 3 items.	Notices patterns and arrange things in pattern.  Makes sounds, pointing or saying some numbers in sequence.  Builds with a range of resources.	Compares amounts, saying "lots, more or same"  Makes sounds, pointing or saying some numbers in sequence.	Compares size and weight by using gestures and language such as "bigger/little/smaller

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Understanding the World	Begins to make sense of their own life-story and their family's history.	Continues to develop positive attitudes about the differences between people.	Uses all their senses when exploring natural materials.  Explores collections of materials with similar and/or different properties.  Talks about what they see, using a wide vocabulary.  Explores and talks about different forces they can feel.	Understands the key features of the life cycle of an animal.  Begins to understand the need to respect and care for the natural environment and all living things.	Plants seeds and care for growing plants.  Understands the key features of the life cycle of a plant and minibeasts.	Knows that there are different countries in the world and talk about the differences they have experiences or seen in photos.
	Rising 3's Provision		Is interested in photographs of themselves and other familiar people and objects.  Explores materials with different properties.  Explores natural materials, indoors and outdoors.	Uses all of their senses when exploring natural materials.  Repeats actions that have an effect	Explores and respond to different natural phenomena.  Enjoys stories about people and nature.	Continues to develop positive attitudes about the differences between people.  Explores and responds to different natural phenomena.
			Explores how things work. Talks about the differences between materials and changes they notice.			
Expressive Arts and Design	Explores colour and colour mixing.  Listens with increased attention to different sounds.	Explores different materials freely, in order to develop their ideas about how to use them and what to make.  Takes part in simple pretend play, using an object to represent something else even though they are not similar.	Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  Responds to what they have heard, expressing their thoughts and feelings.	Shows different emotions in their drawings and paintings, like happiness, sadness, fear etc.  Remembers and sing entire songs.  Plays instruments with increasing control to express their feelings and ideas.	Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  Creates their own songs or improvise a song around one they know.	Draws with increasing complexity and detail, such as representing a face with a circle and including details.  Uses drawing to represent ideas like movement or loud noises.  Sings the pitch of a tone sung by another person (pitch match)  Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Creates their own songs or improvise a song around one they know.
	Rising 3's Provision		Enjoys songs and rhymes, making some sound.  Explores their voices and enjoy making sounds.  Explores paint, using their hands and other body parts, as well as mark making tools.	Explores different materials, using all their senses to investigate.  Manipulates and plays with different materials.  Anticipate phrases and actions in rhymes and songs.  Responds to music, creating and imitating actions.	Enjoys and takes part in action songs.  Makes simple models which express their ideas.  Manipulates and plays with different materials.	Engages in simple pretend play.  Sometimes give meaning to marks that they make.
			Enjoys joining in with Rhyme Time. Learns and remembers Nursery Rhymes.			