

Knivesmire Primary School
Planning and Assessment Overview - Nursery 2024/45

Year Group: Nursery		Teachers: Miss H Parker				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Book Study - Families, families, families All about me!	Once upon a time Celebrations	People who help us What job can I do?	Get growing! (Life cycles, planting)	Old MacDonald had a farm (Easter, animals)	Commotion in the ocean (Pirates, seaside, travel)
Why?	PSED, C&L, LIT Introduce how we are all different, how we want to celebrate our differences and understand each other.	LIT, EAD, PSED To listen to and retell traditional fairy tales and stories. RE, C&L, EAD To find out how different people celebrate occasions throughout November and December.	UTW, C&L To find out about different members of our community and how they help us.	UTW, Maths Learn about different types of fruit, how do they grow - grow our own. To be able to see the life cycle of animals and identify key changes.	UTW, RE, LIT Learn about different animals. Learn about where our food comes from.	EAD, UTW Learn about how we can look after our oceans.
Guiding Purpose/End Goal	To create a display showing who lives in each of their houses and how we are all different.	To retell a traditional tale. To put on a performance.	To create a class fact book about the different jobs we can do.	To make fruit salads.	To make bread.	To make a piece of artwork about keeping our oceans clean as a class.
Key Knowledge/Skills	To develop communication and listening skills. Developing relationships. To understand differences and similarities between themselves and others. To talk about members of their family. Create pictures of themselves using mirrors.	To find out about different celebrations and how people celebrate them. Take part in a performance, sing in groups, engage in music and dance.	To identify different jobs based on their uniforms. To talk about what job they might like to do when they grow up.	To talk about the weather and changing seasons. To be able to see the life cycle of animals. To observe and describe the change in seeds as they grow.	To learn about different habitats and animals. To learn about what grows on a farm. To talk about how food gets to us.	To use different materials to create pieces of art.
Enriching activities	Creating self-portraits to display in our classroom	Christmas performance Bake gingerbread Puppets/masks	Invite members of the community into school (fire fighters, police)	Make fruit kebabs Butterfly and chicks life cycles	Farm animals Making bread	Artwork Pirate dress up day
Key Events	September: European Languages Day October: Halloween	November: Bonfire Night Diwali (Hindu) *RE* December: Christmas *RE*	January New Year Lunar New Year *RE* February Shrove Tuesday Lantern festival (End of Chinese New Year)	March World book day Mothering Sunday April Hana Matsuri – The flower festival	April Easter *RE* St Georges Day May	June Lailat al Maraj (Muslim) *RE* Father's Day July Birthday of Guru Krishnan

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Prime Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	x	x	x	x	x	x
Communication and Language	x	x	x	x	x	x
Physical Development	x	x	x	x	x	x
Specific Areas						
Literacy	x	x	x	x	x	x
Mathematics	x	x	x	x	x	x
Understanding the World	x	x	x	x	x	x
Expressive Arts and Design	x	x		x		x

Continuous provision: teaching and learning are planned for in ALL the areas of learning, all the time throughout the year. The asterisks denote special emphasis linked to the Big Idea.

Prime Areas

Personal, Social and Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	X	x	x	x	x	x
Managing self	X	x	x	x	x	x
Building Relationships	X	x	x	x	x	x

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, attention and Understanding	X	X	X	X	X	X
Speaking	X	X	X	X	X	X

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	x	x	x	x	x	X
Fine Motor Skills	x	x	x	x	x	x

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Specific Areas

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	X	X	X	X	X	X
Word Reading	X	X	X	X	X	X
Writing	X	X	X	X	X	X

Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	X	X	X	X	X	X
Numerical Patterns	X	X	X	X	X	X

Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present			X	X		
People, Culture and Communities	X	X	X		X	
The Natural World	X	X	X	X	X	X
Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	X	X	X	X	X	X
Being imaginative and Expressive	X	X	X			X

Characteristics of Effective Teaching and Learning – EYFS		
Playing and Exploring- ENGAGEMENT	Active Learning- MOTIVATION	Creating and Thinking Critically THINKING
Finding out and exploring	Being involved and concentrating	Having their own ideas
Playing with what they know	Keep trying	Making links
Being willing to 'have a go'	Enjoying achieving what they set out to do	Choosing ways to do things

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Reasoning	Enquiry	Information processing	Creative thinking	Evaluation
Giving reasons for opinions	Asking questions	Finding relevant information	Generating ideas	Developing evaluation criteria
Inferring	Defining questions for enquiry	Sorting/ classifying/ sequencing information	Developing ideas	Applying evaluation criteria
Making deductions	Planning research	Comparing/ Contrasting information	Hypothesising	Judging the value of information and ideas
Making informed judgements/ decisions	Predicting outcomes	Identifying and analysing relationships	Applying imagination	
Using precise language to reason	Anticipating questions		Seeking innovative alternatives	
	Drawing conclusions			

Communication	Working with others	Solving Problems	Improving own Learning and Performance	IT	Application of Number
Discussions	Planning Work	Confirming/ identifying problems and options	Setting targets	Find information	Interpreting numerical information
Presenting	Working towards objectives	Planning and trying out options	Using a plan	Develop information	Carrying out calculations
Reading and obtaining information	Identifying objectives	Checking if problems have been solved	Reviewing progress and achievements	Present information	Interpreting results and presenting findings
Reading and Summarising information	Reviewing work				Using graphs and charts
Reading and Synthesising information	Working in groups				Using diagrams
Writing documents in general	Working in pairs				Using maps
Drafting/ redrafting/ organising information					Using other methods
Using images					
Using a range of sources and information					
Using different forms/styles to suit situation					
Using specialist vocabulary/ language/ notation					