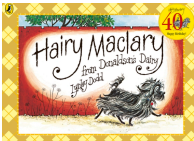
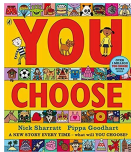
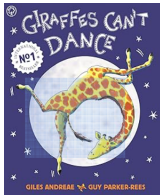
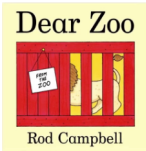
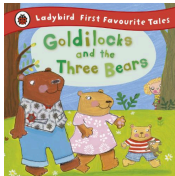
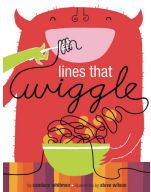
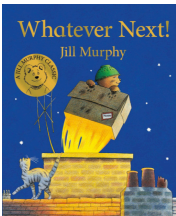
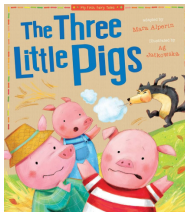
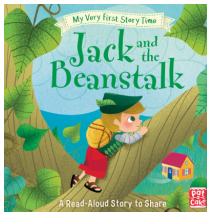
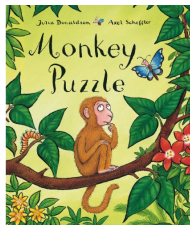


Grange Park Primary School English Overview Nursery

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Wonderful ME!		Let's Go Outside	Once Upon a Time	Exploring Nature	Me and My World
Reading Spine	The Best Me 	The Perfect Fit 	Hairy Maclary 	You Choose 	We're Going to Find a Monster 	Giraffes Can't Dance 
Rhyme of the Week	Baseline: Children share and request their favourite songs, join in with those they know - participating in actions if they wish - and listen attentively to new songs and rhymes. - Wind the Bobbin Up - Twinkle, Twinkle, Little Star - Humpty Dumpty	- Incy Wincy - Miss Molly had a Dolly - The Wheels on the Bus - Nativity Songs	- Round and Round the Mulberry Bush - The Bear Hunt - Zones of Regulation Song - Zoom, Zoom, Zoom - Jack and Jill - Pat-a-cake	- Teddy bear, teddy bear - When Goldilocks went to the house of the bears - The Hockey Cockey - Tiny Tim - Row Row Row Your Boat	- 2 Little Dickie Birds - 5 Little Ducks - Sleeping bunnies - Little Peter Rabbit - Finger Family - Old McDonald - Head Shoulders Knees and Toes	- 5 Speckled Frogs - BINGO - The Grand Old Duke of York - A Sailor went to Sea (clapping song) - High, Low, Piccolo (clapping song) - The Alphabet - 5 Little Men - 5 Cheeky Monkeys
Core Text	Dear Zoo 	Brown Bear, Brown Bear Lines that Wiggle 	We're Going on a Bear Hunt Whatever Next 	Goldilocks The Three Little Pigs 	The Bad Tempered Ladybird The Tiny Seed 	Funny Bones 

						Monkey Puzzle  Life Cycle Books (Non-Fiction) 
Key Texts (Books to support the topic)	-Families and who we live with -The great big book of families -Super Duper you -In every house on every street	- Mog's birthday - This is me! - Will you be my friend? - Will You Be My Friend?: A Let's Talk picture book to help young children understand friendship	- People Need People - When You're Fast Asleep - You Can't Call an Elephant in an Emergency - And Tango Makes Three - There 101 Jobs that People Do	- Little Red Riding Hood - Supertato - What the Ladybird Heard! - Giraffes Can't Dance	- Look what I have found - Seasons Books (sun, wind, rain) - 101 Bugs - Little Kids First Big Book of Birds - The Tiny Seed	- Flashlight - Head to Toe - See inside your body - My first book of 5 senses
Communication and Language progression checkpoints	Can shift from one task to another when their attention is gained, for example when their name is used: '[Name], please stop now, we're tidying up'. Can follow simple instructions containing three key words (e.g. 'wash dolly's face'). Listens to simple stories and understands what is happening with the support of pictures.		Follows simple instructions most of the time. Joins in with repeated refrains in stories. Can remember and retell familiar stories. Enjoys joining in with known rhymes/ songs with increased confidence. Is becoming more confident in explaining their reasoning in response to how and why questions.		Listen carefully to stories, songs, visitors and instructions, remembering and talking about key events and information. Learn and use new vocabulary related to animals, the body, healthy living and the senses, and ask and answer questions to share ideas, experiences and observations.	

	Identifies familiar objects and properties when described, for example 'Katie's coat', 'blue car', 'shiny apple'. Understands and acts on longer sentences such as 'make teddy jump' or 'find your coat'. Understands simple 'who', 'what' and 'where' questions (but not usually 'why'). Shows understanding of action words, for example by pointing to the correct action in a book. Ask simple questions to gain information, such as 'What's your name?'. Will stop and follow an instruction from an adult. Sits and listens to a story and is able to answer questions either verbally or by pointing. Will join in with some familiar vocabulary, language and repeated refrains from a story. Listens and joins in with singing time - not always accurate. Asks a wider range of questions.		Ask and respond to "why" questions, giving simple explanations and sharing their own thoughts and ideas. Enjoy listening to longer stories and recall what has happened. Sing a wide range of familiar songs and rhymes. Talk about familiar books and experiences, and begin to retell stories in sequence.
Physical Development (Gross Motor) progression checkpoints	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Walk, run, jump and climb – and start to use the stairs independently. Can clap and stomp to music. Fit themselves into spaces, like tunnels, dens and large boxes. Enjoy starting to kick, throw and catch balls. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Build independently with a range of appropriate Resources such as Duplo and Mobilo. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Demonstrates increasing control of bodily movements e.g. when kicking, rolling, running, hopping. Building independence when climbing stairs. Able to adjust their speed appropriately and with	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Has more control of bodily movements when engaging with gross movements. Can adjust speed appropriately and with control. Balances for longer periods of time. Is beginning to use alternating feet when going up steps, stairs and climbing on apparatus. Showing increased control when kicking, throwing and catching balls. Able to make decisions more independently when matching their developing physical skills to tasks and activities in the setting.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Start taking part in some group activities which they make up for themselves, or in teams. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

	more control. Is building independence when using equipment such as peddling a trike, using a balance bike, etc. Enjoys exploring kicking, throwing and catching balls. Mark makes on a large scale. Beginning to use independence such as attempting to fasten zip on coat, feed self, etc.		Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
Physical Development (Fine Motor) progression checkpoints	Develop manipulation and control. Will explore different materials and tools. May show preference of dominant hand. Holds mark making tools in a fist grip. Turns pages in a book. Shows increased control of smaller tools. Mark makes with a range of finer tools such as pencils, crayons, etc. Showing more preference for a dominant hand.	Attempting to use scissors correctly, with adult guidance. Can collect smaller objects and move them with accuracy - beads etc.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Literacy (comprehension) progression checkpoints	Copy finger movements and other gestures (e.g. when singing/listening to a story). Pay attention and respond to the pictures or the words. Ask questions about the book. Makes comments and shares their own ideas. Develops play around favourite stories using props. Sing songs and say rhymes independently, for example, singing whilst playing. Listens to and joins in with stories and poems, when reading in small group Turn the pages correctly in a book without support. Understands that print has different meanings - for example using a menu to order food in the home corner, looking at a book etc.	Begins to be aware of the way stories are structured, and to tell own stories. Is beginning to label different parts of a book, with adult guidance. Explores print and its meanings in independent play. Showing a basic understanding that English can be read from left to right and from top to bottom. Retells parts of a familiar story. Talks about characters and settings.	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Engage in extended conversations about stories, learning new vocabulary. Understands story structure (beginning, middle, end) and can recall key events in sequence.
Literacy (Word Reading) progression checkpoints	Enjoys sharing books with an adult. Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Repeats words and phrases from familiar stories. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Can recall an increasing range of songs and rhymes.	Can recognise rhymes in familiar texts. Be aware of and talk about print in a range of situations in and around the setting.	Develop their phonological awareness, so that they can; hear rhymes; count or clap syllables in a word; begin to hear initial sounds.

	Notices some print such as the first letter of their name, familiar signs and labels in a wider range of places. Shows interest in illustrations in books.					
Literacy (Writing) progression checkpoints	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. May show preference of dominant hand. Enjoy drawing freely. They may add a wider range of marks to their drawings and say "That says Mummy" or "My name". Can imitate some shapes such as lines and circles.		Has more control when drawing/imitating pre-writing shapes including horizontal lines, vertical lines, circles, dots, crosses, and simple shapes. Understand and create shapes using movements such as up, down, around and across, using a range of materials including scarves, chalk and pens.		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Children may be able to form some letters from their name. Able to hold a pencil using a comfortable tripod grip. Has a good posture when sat at a table.	
	Phase 1 Read Write Inc. (RWI) Phonics	Phase 1 Read Write Inc. (RWI) Phonics	Phase 1 Read Write Inc. (RWI) Phonics Set 1 (Name the sounds cards)	Phase 1 Read Write Inc. (RWI) Phonics Set 1 (Name the sounds cards)	Phase 1 Read Write Inc. (RWI) Phonics Set 1 (sound of the week)	Phase 1 Read Write Inc. (RWI) Phonics Set 1 (sound of the week)