

# Nursery Yearly Coverage Cycle B

|                | Aut 1  | Aut 2  | Spr 1  | Spr 2  | Sum 1   | Sum 2  |
|----------------|--|--|--|--|---|--|
| <b>PSED</b>    | Being Me in My World – Who am I and how do I fit?  | Celebrating Difference – Respect for similarity and difference.  | Dreams and Goals – Aspirations, how to achieve goals and understanding emotions  | Healthy Me – Being and keeping safe and healthy  | Relationships – Building Positive, healthy Relationships  | Changing Me – Coping positively with change  |
| <b>L</b>       | Dear Zoo<br><br>Non-Fiction animals  | Owl Babies<br><br>Lists  | The Night Pirates<br><br>Pirate Job Application  | Jack and the Beanstalk<br><br>Report   | Oliver’s Vegetables<br><br>Growing instruction  | The Little Red Hen<br><br>Recipe Writing   |
| <b>M</b>       | Colours<br>Sorting and Matching<br>Numbers 1&2 (counting and subitising)<br>Patterns   |  | Numbers 3,4,5 (numerals, 1:1 counting, subitising, composition, shapes)<br>Introducing tens frame<br>Length, height, mass and capacity |  | More than/fewer than<br>One more/less<br>2D shapes<br>3D shapes<br>Composition of 5 revisited<br>Day and Night<br>Positional Language   |  |
| <b>Phonics</b> | Phase 1: Tuning into sounds<br>Aspects 1:General sound discrimination – environmental sounds<br>Aspect 2: General sound discrimination – instrumental sounds | Phase 1: Listening and Remembering Sounds<br>Aspect 3: General sound discrimination – body percussion<br>Aspects 4: Rhythm and rhyme | Phase 1: Talking about sounds (developing vocabulary and language comprehension)<br>Aspects 5: Alliteration<br>Aspect 6: Voice sounds  | Phase 1: Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension) Aspect 6: voice sounds Aspect 7: oral blending and segmenting | Phase 1: Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension) Aspect 6: voice sounds Aspect 7: oral blending and segmenting Phase 2: teach letter set 1 (s, a, t, p) | Phase 1: Listening and remembering sounds (auditory memory and sequencing) Phase 2: teach letter set 2 (i, n, m,d) |

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| RE | <u>I am special</u><br>Talking about God as Heavenly Father and that He makes each one of us different and special, He knows us and loves us.<br>An opportunity for children to explore all about themselves, their likes, dislikes, etc. Talk about emotions and the experiences related to them. | <u>Christmas</u><br>Discussing all the different ways in which we celebrate the birthdays of people. If possible, the visit of a baby to your classroom and/or a collection of baby items. Talking about the ways in which the children will be celebrating Christmas. | <u>Stories Jesus Heard</u><br>Hearing stories from the Old Testament that Jesus probably would have heard as a boy, choose from Noah, Joseph, Moses, Joshua, David, Jonah or Daniel.<br>Exploring the feelings and characteristics of the people in these stories.<br><br><b>Godly Play: Jonah and the Whale</b> | <u>Easter</u><br>Discussion of the emotions in the stories and the children's own experiences related to the events in the stories.<br>Explore what it means to love and be loved. | <u>Special Times</u><br>Explore festivals and rites of passage including the children's own experiences of special times. The story of Pentecost and talking about times of prayer. | <u>U.C. Why is the word God so important to Christians?</u><br>Look at what the Bible says about God. For Christians the word 'God' is important as the Creator of the universe and all that is in it, including people and animals. Draw inferences from the story as to what God is like. |
|    | Judaism  |  |  |  |   |   |
| PD | Fundamental Movements  | Fundamental Movements  | Fundamental Movements  | Dance  | Gymnastics  | Athletics   |