

Gorton Primary School

Nursery English Yearly Overview						
Topic:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	This is Me	Dinosaur detectives	The Toy Shop	Once Upon A Time	The Brilliant Bug Ball	Animal Rescuers
Focus texts	Peace at last Bear at home Me and my family tree	Harry and the bucketful of dinosaurs Dinosaurs in my school	There was an old lady that swallowed a fly Up, up, up Too Many Toys	The enormous turnip The tortoise and the hare The three billy goats gruff	Snail trail The very hungry caterpillar First fabulous facts: mini-beasts What the ladybird heard next	The animal boogie The selfie crocodile Splendid spotted snake Lost and found
Listening and attention skills	Listens with interest to the noises adults make when they read stories.	Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.	Shows interest in play with sounds, songs and rhymes.	Maintains attention, concentrates and sits quietly during appropriate activity. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.	Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall.	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity)
Understanding skills	Identifies action words by pointing to the right picture, e.g., "Who's jumping?"	Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'	Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can?)	Developing understanding of simple concepts (e.g. big/little).	Understands use of objects (e.g. "What do we use to cut things?") Responds to simple	<ul style="list-style-type: none"> Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an

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			What's that? Where is.?).		instructions, e.g. to get or put away an object.	action or selecting correct picture. •Beginning to understand 'why' and 'how' questions.
Speaking skills	<ul style="list-style-type: none"> •Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. 	<ul style="list-style-type: none"> •Holds a conversation, jumping from topic to topic. 	<ul style="list-style-type: none"> •Learns new words very rapidly and is able to use them in communicating. •Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. 	Uses a variety of questions (e.g. what, where, who). <ul style="list-style-type: none"> •Uses simple sentences (e.g. 'Mummy gonna work.') •Beginning to use word endings (e.g. going, cats) 	Can retell a simple past event in correct order (e.g. went down slide, hurt finger) Beginning to use more complex sentences to link thoughts (e.g. using and, because).	<ul style="list-style-type: none"> •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
Moving and handling skills	<ul style="list-style-type: none"> •Turns pages in a book, sometimes several at once. 	Shows control in holding and using jugs to pour, hammers, books and mark-making tools	Shows control in holding and using jugs to pour, hammers, books and mark-making tools <ul style="list-style-type: none"> • Imitates drawing simple shapes such as circles and lines. 	<ul style="list-style-type: none"> • Imitates drawing simple shapes such as circles and lines. 	Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors	<ul style="list-style-type: none"> •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control.

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<p>Reading skills</p>	<ul style="list-style-type: none"> •Has some favourite stories, rhymes, songs, poems or jingles. 	<ul style="list-style-type: none"> •Repeats words or phrases from familiar stories. 	<ul style="list-style-type: none"> •Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<p>Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration.</p>	<p>Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups.</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end.</p>
<p>Writing skills</p>	<p>Distinguishes between the different marks they make.</p>				<p>Sometimes gives meaning to marks as they draw and paint.</p>	<p>Ascribes meanings to marks that they see in different places.</p>