

Wonder, Enjoyment, Love of Language, Belonging, Empathy, Courage, Kindness



Equality and Diversity

Nursery Yearly Overview

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Starting point	Marvellous Me	Colours of the Rainbow	Water	Transport	Farms	Woodland
Key Question	Who am I?	What colour is it?	What is water?	How does it move?	What is on a farm?	What is a woodland?
Cultural capital	Helping Hands		Collecting rainwater to recycle.			Looking after our environment
English	<p>Composition Tell an adult what I have drawn or painted.</p> <p>Spelling Ascribe meaning to other marks, like on signage.</p> <p>Handwriting Use tools for mark making with control. Grip using five fingers or preferably two fingers and thumb for control. Use pincers, tweezers and threading equipment with increasing control and confidence.</p>		<p>Composition Tell an adult what I have drawn or painted.</p> <p>Grammar, Punctuation Recognise a capital letter at the start of my name.</p> <p>Spelling Identify sounds from my own name in other words.</p> <p>Handwriting Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. Copy shapes, letter and pictures.</p> <p>Fine Motor Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p>		<p>Composition Tell an adult what I have drawn or painted.</p> <p>Grammar, Punctuation Recognise a capital letter at the start of my name.</p> <p>Spelling Start to write identifiable shapes and letters.</p> <p>Fine Motor Hold a pencil near the point between first two fingers and thumb and use it with good control.</p>	
Genre	Name writing		Name writing Label		Name writing List	
Maths	<p>Number and Place Value Use number to 10 and sometimes count accurately Represent numbers using marks, fingers or digits</p> <p>Calculation Say when two small groups have the same number objects Identify numerals in the environment</p>		<p>Number and Place Value Use number to 10 and sometimes count accurately Represent numbers using marks, fingers or digits</p> <p>Calculation Say when two small groups have the same number objects Identify numerals in the environment</p>		<p>Number and Place Value Use number to 10 and sometimes count accurately Represent numbers using marks, fingers or digits</p> <p>Calculation Say when two small groups have the same number objects Identify numerals in the environment</p>	
Science			<p>Talk about why things happen and how things work.</p> <p>Ask questions about aspects of the familiar world such as the place where they live or the natural world.</p>	<p>Talk about why things happen and how things work.</p>	<p>Talk about some of the things observes such as plants, animals, natural and found objects.</p> <p>Show care and concern for living things and the environment.</p>	<p>Ask questions about aspects of the familiar world such as the place where they live or the natural world.</p> <p>Talk about some of the things observes such as plants, animals, natural and found objects.</p> <p>Develop an understanding of growth, decay and changes over time.</p>
History	Remember and talk about significant events in my own experience	Recognise and describe special times or events for family or friends	Recognise and describe special times or events for family or friends	Remember and talk about significant events in my own experience	Remember and talk about significant events in my own experience	Recognise and describe special times or events for family or friends
Geography	Show interest in the lives of people who are familiar to me			Show an interest in different occupations and ways of life	Show an interest in different occupations and ways of life	
Art	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Explore colour and colour-mixing.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Explore colour and colour-mixing.</p>	<p>Join different materials and explore different textures.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p>
DT	To use various construction materials. Use one handed tools and equipment e.g. make snips in paper with child scissors.	To begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.	To join construction pieces together to build and balance Use one handed tools and equipment e.g. make snips in paper with child scissors.	To use various construction materials.	To begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. Use one handed tools and equipment e.g. make snips in paper with child scissors.	To join construction pieces together to build and balance
RE						

PHSE	Self-regulation Managing Self Building Relationships	Self-regulation Managing Self Building Relationships	Self-regulation Managing Self Building Relationships	Self-regulation Managing Self Building Relationships	Self-regulation Managing Self Building Relationships	Self-regulation Managing Self Building Relationships
PE	Dance Unit 1	Fundamentals Unit 1	Introduction to PE Unit 1	Games 1	Gymnastics 1	Ball skills 1
Woven Threads of the Welbeck Values	Wonder, Enjoyment, Love of Language, Belonging, Empathy, Courage, Kindness Equality and Diversity	Wonder, Enjoyment, Love of Language, Belonging, Empathy, Courage, Kindness Equality and Diversity	<i>Wonder, Enjoyment, Love of Language, Belonging, Empathy, Courage, Kindness Equality and Diversity</i>	<i>Wonder, Enjoyment, Love of Language, Belonging, Empathy, Courage, Kindness Equality and Diversity</i>	Wonder, Enjoyment, Love of Language, Belonging, Empathy, Courage, Kindness Equality and Diversity	Wonder, Enjoyment, Love of Language, Belonging, Empathy, Courage, Kindness Equality and Diversity