



Dovecote Primary and Nursery School – Nursery - Long-Term Overview 2024/2025

Substantive Knowledge, Procedural Knowledge, Key Vocabulary

| Nursery- Curriculum Overview 2024-25 | | | | | | |
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| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Book theme | So Much We're Going on a Bear Hunt Makaton signs: bear, rain, sun, snow, wind, cave, grass, forest | Mixed Up Chameleon N2 Dear Zoo Makaton signs: lizard. Colours, Christmas, Bonfire Night, Diwali, Jesus. | Owl Babies Makaton signs: owl, tree, house, baby, mummy, food, mouse wood, mouse, fox, squirrel, snake, afraid. | The Three Little Pigs Makaton signs: pig, house, wolf, mummy, build. | The Very Hungry Caterpillar Makaton signs: caterpillar. Grow, food, fruit, stomach ache, poorly, cocoon, butterfly. | Shark in the Park Makaton – shark, park. Binoculars, dog, cat |
| Supporting Books | <ul style="list-style-type: none"> • Where's My Teddy? Jez Alborough • Goat Goes to Playgroup • Lola Loves Nursery • This is the Bear (and The Picnic Lunch) Sarah Hayes Lulu's First Day, Anna McQuinn Meesha Makes Friends – Tom Percival Hello! A Counting Book Of Kindness – Hollis Kurman | <ul style="list-style-type: none"> • Spot's Birthday (UW) • Spot's First Christmas (UW) • Rama & Sita (UW) • Pip and Pop (PSED) • Buster's Birthday (UW) • Elmer • Dear Zoo • Brown Bear • <u>Walking with my Iguana - Children's Poetry Archive</u> – Learn/join in with chorus and rhythm • Julian is a Mermaid – Jessica Love • The Many Colours of Harpreet Singh – Suoriya Kelkar | -Guess How Much I Love You This is Owl -Day Time and Night time -Wow -Leaf Thief -Tree (seasons) -Woodland creatures -The busy tree -Percy the Park Keeper -Gruffalo You're so Amazing – James and Lucy Catchpole -Emergency | -Other traditional tales- Goldilocks, Hansel and Gretel, The Ugly Duckling, The Princess and the Pea, 3 Billy Goats Gruff, Jack and the Beanstalk Extra Yarn – Mac Barnett | -The Bad Tempered Ladybird -The Tiny Seed -The Very Busy Spider -What the Ladybird Heard No Matter What – Debi Gliori | Squash and a Squeeze The Snail and the Whale Tiddler The Jolly Postman Dear Greenpeace – Simon James |
| Big Ideas (These overlap in Early Years and appear more than once) | <ul style="list-style-type: none"> • Exploration and discovery (What has been discovered, and what is still out there?) • Friendship and relationships (Why are friendships and relationships so important?) | <ul style="list-style-type: none"> • Diversity (How has diversity improved life?) | <ul style="list-style-type: none"> • Friendship and relationships (Why are friendships and relationships so important?) • Conservation and sustainability (How can we look after our world?) | <ul style="list-style-type: none"> • Knowing right from wrong (Can we make the right decision, even when it's hard?) | <ul style="list-style-type: none"> • Changes over time (How do things change over time?) | <ul style="list-style-type: none"> • Conservation and sustainability (How can we look after our world?) |
| Enrichment | <ul style="list-style-type: none"> • Teddy Bear Picnic • Stay and Play Playdough Day | <ul style="list-style-type: none"> • Christmas performance/party • Christmas craft day • Attend Reception birthday party. • Christmas sing-a-long. | Attend Reception Chinese restaurant Fire fighters visit | Trip to park with parents | Grow your own butterflies Jewellery shop with Reception | Beach day (in school) Picnic with parents |



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| <p>Communication and Language</p> <p>Listening, Attention & Understanding</p> | <ul style="list-style-type: none"> To know there are different sounds in the environment To know some familiar songs and rhymes To know what activities I like and play with them for longer <p>-I can listen to stories and conversations that interest me</p> <p>-I can join in with the repeated phrases from songs and stories</p> <p>-I can listen to simple stories and understand them, with the help of pictures</p> <p>-I can recognise familiar voices and sounds and say what they are</p> <p>-I can tell you my favourite song</p> <p>-I can join in songs with other people</p> <p>- Single channels attention (name used to help focus)</p> | <ul style="list-style-type: none"> To know that questions need an answer To know instructions tell you what to do <p>-I can answer a simple question</p> <p>- I can follow a simple instruction</p> <p>-I can listen to a story with enjoyment</p> | <ul style="list-style-type: none"> To know how to listen in a group situations To know instructions can have more than one part To know the meaning of an increasing number of words <p>-I can tell you what my favourite story is (Ext- and why)</p> <p>-I can recall an event from familiar story</p> <p>-I can ignore distractions when I am listening to other people and stories</p> <p>-I can organise my talk to help me to play</p> <p>-I can understand a question or instruction that has two parts. Understand 'why' questions.</p> | <ul style="list-style-type: none"> To know how to ask a question To know that I can ask people for help To know how to listen actively To know an increasing number of words <p>-I can ask a simple question using who, what, where</p> <p>-I can follow a two part instruction</p> <p>-I can talk about familiar stories</p> <p>-I can pay attention to more than one thing at a time.</p> | <ul style="list-style-type: none"> To know that adding a word ending can make it a plural To know that adding a word ending can make it in the past tense To know how to be a good listener To know how to change word endings to change their tense <p>-I can enjoy listening to longer stories and can remember much of what happens.</p> <p>-I can speak about things that have happened in the past and about things that I will do in the future</p> <p>-I can express my point of view</p> <p>-I can agree and disagree with something I have heard</p> | <ul style="list-style-type: none"> To know at least 4 nursery rhymes off by heart To know that rhyming words sound the same To know words that have alliteration start with the same sounds To know how to have a conversation To know how to listen with attention for longer periods of time To know I can agree and disagree with what I have heard <p>-I can listen to longer stories and recall several events</p> <p>-I can begin to retell stories in sequence</p> <p>-I can listen to stories without seeing the pictures</p> <p>-I can perform a poem with my class</p> <p>-I can tell you if 2 words I have heard rhyme or do not rhyme</p> <p>-I can have a conversation by speaking, listening and responding in my play</p> <p>-I can listen attentively to other people's ideas</p> |
| <p>Speaking/Oracy</p> | <ul style="list-style-type: none"> To know that words have meaning To know how speak in a sentence To know how to use talk in play to create a story line <p>-I can use longer sentences of four to six words.</p> <p>-I can use talk to organise myself and my play, sometimes with other people</p> <p>- I can use talk to communicate needs and wants</p> <p>-I can talk about people and objects</p> | <ul style="list-style-type: none"> To know a conversation has to have more than one person present. To know questions help me to learn To know how to use my mouth to say an increasing number of speech sounds <p>-I can speak in more detail</p> <p>-I can begin to use irregular tenses and plurals.</p> <p>-I can use talk to develop friendships</p> <p>-I can listen to conversations that interest me.</p> <p>- Asks lots of questions- why, what, where, who, how</p> <p>-I can speak more clearly so that adults and peers understand me</p> | <ul style="list-style-type: none"> To know a conversation involves two or more people To know that speaking can get me something I need To know that the order of talk has a purpose To know that I can create my own stories <p>- I can speak clearly and can be understood (may still be some speech sounds to develop)</p> <p>-I can start a conversation with an adult or a friend</p> <p>-I can create my own helicopter story using words and props</p> <p>-I can engage in play with friends creating a story line together</p> | <ul style="list-style-type: none"> To know that what I have to say is important. To know I can talk about my own ideas <p>-I can comment and engages in conversation about the illustrations/ pictures in books(fiction and non-fiction). 'They are getting their bike.'</p> <p>-I can use an increasing number of words to articulate</p> <p>-I can use talk to inform other people and share my ideas</p> | <ul style="list-style-type: none"> To know how to speak in longer sentences of at least 6 words To know how to talk in a range of situations To know how to speak clearly and make myself understood <p>-I can use increasingly longer sentences when talking.</p> <p>-I can contribute to group time discussions</p> <p>-I can ask and answer questions confidently</p> <p>-I can use my voice at different volumes and for different purposes</p> <p>-I can use a wider vocabulary from stories that have been read to me in class</p> | <ul style="list-style-type: none"> To know a wide range of songs. To know how to start and continue a conversation To know I can agree and disagree with what I have heard <p>-I can sing a large repertoire of songs.</p> <p>-I can talk about familiar books</p> <p>-I can tell a longer story.</p> <p>-I can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>-I can start a conversation with my friends or an adult and continue it for many turns</p> <p>-I can role play with my friends using language imaginatively</p> |



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| | | | | | | <ul style="list-style-type: none"> -I can have a conversation for several turns, speaking, listening and responding in my play -I can use words and actions to agree and disagree with other people's opinions |
| <p>Physical development</p> <p>Gross Motor</p> | <ul style="list-style-type: none"> To know that you can mount climbing equipment, such as climbing frames To know there are apparatus that I can climb on my own and some that I need support with To know I can travel in different ways using my body parts To know that I can make an object move using my body parts To know how to control an object by changing the amount of force I use <p>-I can climb using alternate feet -I can kick a static large ball -I can build a building-like structure using construction materials, such as blocks and duplicate - I can jump, roll, crawl, walk and run - I can draw lines and circles using gross motor -I can safely climb onto climbing equipment and ask for help when I need it -I can build a block tower using at least 8 blocks -I can use large-muscle movements to wave flags and streamers, paint and make marks. -I can stand on tiptoes -I can go up steps and stairs, or climb up apparatus, using alternate feet. -I can chase and catch a ball on the ground</p> | <ul style="list-style-type: none"> To know how to travel safely indoors and outdoors To know how to put on a coat To know that my body parts can move in different ways to different songs To begin to know how to throw, bounce and kick small balls with one or two hands To begin to know how to catch a large ball To begin to move my body in a controlled way <p>-I can move over, under and through outdoor apparatus with support -I can kick a small Ball -I can throw a large ball towards another person -I can catch a large ball thrown by an adult - I can begin to throw ball under arm -I can bounce a large ball -I can walk and run without bumping into people or objects -I can adjust my speed of movement to my surroundings. E.g. We walk in the classroom -I can move my body slowly to a slow beat and quickly to a fast beat in a song -I can select construction materials for different parts of my model -I can stand on one foot for two seconds - I can walks along a chalk line with accuracy</p> | <ul style="list-style-type: none"> To know how to sequence movements together. E.g. run and jump To know how to make patterns using large muscle movements using flags streamers and paint brushes To know how to move along climbing equipment without falling off To know that large construction materials can be combined to build and balance and create spaces <p>-I can move over, under and through outdoor apparatus independently -I can walk along a low, wide balance beam, sometimes needing to balance again an adult -I can put on my own socks and shoes -I can put on my cardigan, jumper and coat (support to zip up) -I can balance on planks and ladders, while moving -I can build structures that resemble buildings- enclosing spaces - I can walk along a low, wide balance beam independently -I can use feet to scoot a balance bike and maintain balance</p> | <ul style="list-style-type: none"> To know how to adapt how they move, depending on environment and apparatus to be safe To know how to use PE equipment, such as balls and beanbags with increasing control <p>-I can catch a small ball thrown by another person -I can throw a ball/beanbag to another sons on/at a target with developing accuracy -I can climb up and over an A frame independently -I can run, jump and crawl -I can choose how to travel along a plank -I can jump forward, taking off two feet and landing on two feet, showing increasing control -I can kick a moving ball -I can climbs above their own head height</p> | <ul style="list-style-type: none"> To know how to skip, hop, stand on one leg and hold a pose To know how to lift and carry items safely To know a range of dance moves <p>-I can move my body in different ways to the sounds I hear in music -I can pedal on a tricycle using alternate feet -I can lift blocks and put them down carefully (not dropping) -I can ask for help if something is too heavy -I can collaborate with a friend or adult to move something safely - Can maintain balance on a balance bike, while Manoeuvring around corners -I can hop on one foot three to five times</p> | <ul style="list-style-type: none"> To know that different dance moves work better with different beats To know I can express myself to music through movement To know how to move fluently, with developing control and grace. <p>-I can move to music with control and to the beat -I can select dance movements to match the speed of a song -I can use and remember sequences and patterns of movements which are related to music and rhythm. -I can pedal and steer a tricycle to avoid obstacles -I can draw with more accuracy and add more detail to my pictures e.g. my people have got a body -I can take part in some group activities, which I have made up for myself, or in a team.</p> |
| <p>Physical Development</p> <p>Fine Motor</p> | <ul style="list-style-type: none"> To know that scissors can be used to cut paper and other materials To know that tools can be used to change the shape of materials To know how to join and balance construction materials to build To know how to manipulate fingers in songs and rhymes | <ul style="list-style-type: none"> To know how to draw lines and circles using fine motor movements To know how to make snips in paper using one handed scissor To know a knife and fork are for eating To know malleable materials can be shapes To know a paintbrush can be used in different ways | <ul style="list-style-type: none"> To know how to cut in a straight line To know that writing and drawing are different To know how to use one handed tools with increasing control To know how to get myself dressed <p>-I can snips paper moving forward each time to cut a line</p> | <ul style="list-style-type: none"> To know which hand they prefer to use to write and use tools with To know how to use a comfortable pencil grip and demonstrate good control To begin to know to control a pencil to use it with more accuracy | <ul style="list-style-type: none"> To know which tool they need to perform a physical task To know how to use a pencil to copy some recognisable letters from my name To know how to manipulate objects with increasing control | <ul style="list-style-type: none"> To know that turning the paper makes it easier to cut out a picture or shape To know how to get dressed and undressed independently, including putting on a coat and doing up the zip To know how to use a knife and fork when supported by an adult. |



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| | <ul style="list-style-type: none"> To know how to control a pencil using a comfortable grip To know how to coordinate a spoon and a fork to eat one handed To know the names of some tools in the class and what they are for To know pages in books should be turned one at a time To know how to balance construction items carefully <p>-I can use one handed tools to change the Shape of play-dough</p> <p>-I can make snips on paper using scissors</p> <p>- I can hold scissors, often with both hands, learning to open and close the blades - Opens/closes blades (not ready to use them on paper yet)</p> <p>- I can use a spoon effectively</p> <p>-I can use a fork to stab food</p> <p>-I can pour from one container to another with control</p> <p>-I can fold 1,2,3,4 or 5 fingers down when joining in with counting songs and rhymes</p> <p>- I can make repeated marks on paper with a pencil or a paintbrush</p> <p>-I can explore a range of classroom tools, such as tweezers, playdough tools and paint brushes</p> <p>-I can carefully turn just one page, without damaging it</p> <p>-I can build a nine block tower</p> | <ul style="list-style-type: none"> To know how to build and balance a range of construction materials <p>-I can snip paper (not moving forward with the scissors but making small snips)</p> <p>-I can mark make in different directions</p> <p>-I can try to cut food using my knife and fork, but still need support</p> <p>-I can roll, squash and cut playdough in my play</p> <p>-I can make dots,</p> <p>-I can use my non-dominant hand to stabilise construction materials when building</p> | <p>-I can make marks left to right - Imitates simple marks such as lines</p> <p>-I can use pretend writing in my play</p> <p>- I can begin to move towards using a tripod grip</p> <p>-I can pour and fill with more control- e.g. the container does not overflow</p> <p>-I can pick up small items using tweezers</p> <p>-I can put on shoes and socks</p> | <ul style="list-style-type: none"> To know how to trace the letters in my name with control <p>-I can immobilise my shoulder and use my wrist when making marks, drawing and writing</p> <p>-I can draw recognisable representations of people and objects</p> <p>-I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>-I can use a comfortable grip when holding pens and pencils.</p> <p>-I can begin to choose the same hand to hold pencils with</p> <p>-I can draw faces with features, draw enclosed spaces and give meaning to my pictures</p> <p>-I can trace over the letters in my name</p> | <p>-I can begin to cut around a picture by turning the paper</p> <p>-I can weave fabric, string or paper in and out</p> <p>-I can thread string in and out of small holes</p> <p>-I can use a variety of drawing tools to mark make with some control</p> <p>-I can cut a curved line</p> | <ul style="list-style-type: none"> To know how to form the first letter of my name and attempt some other letters <p>-I can use my preferred hand to write and draw</p> <p>-I can hold food still with my fork and cut a piece off with my knife</p> <p>I can use a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand</p> <p>- I can draw 'potato people'</p> <p>-I can draw recognisable representations of animals and objects- beginning to add some details</p> <p>- I can demonstrates more control when drawing and writing- e.g. beginning to form some letters in my name</p> <p>-I can begin to be increasingly independent when getting dressed and undressed, for example, putting coats on and attempting to do up the zip.</p> <p>-I can cut around shapes with curved or straight lines</p> |
| PSED-EYFS | <p>Self-Regulation</p> <ul style="list-style-type: none"> To know the behaviour expectations/learning rules To begin to know to use the work shop areas appropriately To know how to choose things to do at school that make me feel happy To know new experiences can be fun <p>-I can expresses my feelings and gives simple reasons, e.g. I want Mummy.</p> <p>-I can have a go at all activities</p> | <p>Self-Regulation</p> <ul style="list-style-type: none"> To know and follow the classroom routines To know appropriate ways to be assertive <p>-I can stop playing and tidy away toys and resources at tidy up time</p> <p>-I can follow a simple instructions when asked</p> <p>-I can say please and thank you</p> <p>-I can join in group time</p> <p>-I can ask someone to stop doing something I do not like</p> <p>-I can find an adult for help</p> | <p>Self-Regulation</p> <ul style="list-style-type: none"> To know some things I want can happen right away and other things I want will happen later To know appropriate ways to be assertive <p>-I can wait for my turn to talk, play, have a toy</p> <p>-I can cope when things don't go to my plan</p> <p>-I can take turns when playing, sometimes with support</p> <p>-I can select and use resources to achieve a short term goal</p> | <p>Self-Regulation</p> <ul style="list-style-type: none"> To know the vocabulary- happy, sad, angry, excited, worried To know how I feel now <p>-I can express my own feelings</p> <p>-I can agree or disagree with an adult using words and gestures</p> <p>-I can talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Managing Self</p> <ul style="list-style-type: none"> To know that I need to find solutions to conflicts | <p>Self-Regulation</p> <ul style="list-style-type: none"> To know appropriate ways to be assertive and demonstrate this independently To know how I feel and why To know I am a valuable individual in my classroom community <p>-I can begin to solve problems on my own by finding new ways</p> <p>-I can talk about how I am feeling and begin to explain why</p> | <p>Self-Regulation</p> <ul style="list-style-type: none"> To know how other people are feeling from social clues To know some strategies to help me feel better when I feel sad, worried, angry or scared To know the classroom routines and follow them independently To know the behaviour expectations in my setting |



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| | <p>-I can distract myself by finding an activity that makes me happy</p> <p>Managing Self</p> <ul style="list-style-type: none"> To know the daily routine To know <p>-I can find my peg and hang up my things</p> <p>-I can select resources in my play independently</p> <p>Building Relationships</p> <ul style="list-style-type: none"> To know who the adults are in class To know adults can help me <p>-I can seek help through finding an adult.</p> <p>-I can let an adult comfort me when I am sad</p> <p>-I can develop good bonds with key adults in school</p> | <p>Managing Self</p> <ul style="list-style-type: none"> To know it is time to stop playing at tidy up time To know how to keep my belonging safe To know that there are some things I can do on my own and other things I need help with. <p>-I can hang my belongings in cloakroom and find my own items</p> <p>-I can put my water bottle on my named space</p> <p>-I can pick up toys that I have dropped</p> <p>Building Relationships</p> <ul style="list-style-type: none"> I know I need to wait for a turn <p>-I can join in ring games, turn-taking games with support</p> | <p>-I can begin to show resilience e.g. continue to build the tower despite it falling down frequently</p> <p>Managing Self</p> <ul style="list-style-type: none"> To know that I need to follow the rules To begin to know how to solve problems for myself <p>-I can increasingly follow rules independently</p> <p>-I can play with one or more other children, extending and elaborating play ideas.</p> <p>-I can increasingly meet my own care needs, often independently</p> <p>-I can put toys back where they belong at tidy up time</p> <p>-I can use my try and book bag, to keep my things safe</p> <p>Building Relationships</p> <ul style="list-style-type: none"> To know and talk about what a friend is To know that I can help other people <p>-I can be more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>-I can show more confidence in new social situations</p> | <ul style="list-style-type: none"> To know washing my hands removes dirt and germs <p>-I can wash my hands after the toilet, after painting and when they are dirty</p> <p>-I can wash my hands before eating</p> <p>Building Relationships</p> <ul style="list-style-type: none"> To know that I need to develop my confidence in new social situations. <p>-I can find solutions to conflicts and rivalries</p> <p>-I can begin to remember and follow rules with more understanding</p> | <p>-I can work towards a shared class goal</p> <p>Managing Self</p> <ul style="list-style-type: none"> To know some things are easy and some things are more challenging To know how to be increasingly independent at managing my personal hygiene <p>-I can demonstrate some resilience when something is difficult</p> <p>-I can demonstrate a can do attitude when trying new things</p> <p>-I can usually stay clean and dry during the day</p> <p>Building Relationships</p> <ul style="list-style-type: none"> To know the ideas of other people are important too To begin to know how to negotiate during play <p>-I can play imaginatively with friends, elaborating play ideas together</p> <p>-I can enjoy playing in a group for longer periods of time</p> <p>-I can use talk to solve conflicts</p> | <p>-I can find an adult to help me when I feel sad, worried, angry or scared</p> <p>-I can begin to understand how others might be feeling.</p> <p>-I can recognise when a peer is upset.</p> <p>-I can put my hand up on the carpet</p> <p>-I can be kind with my hands</p> <p>-I can follow rules, without being reminded</p> <p>Managing Self</p> <ul style="list-style-type: none"> I know I need to brush my teeth twice a day To know there are healthy and unhealthy foods. To know sugary foods are bad for you <p>-I can identify which food is healthy</p> <p>-I can talk about brushing my teeth in simple terms</p> <ul style="list-style-type: none"> To know that sometimes routines can change <p>-I can enjoy being part of the wider aspect of school – assemblies, parties, PE</p> <p>-I can cope when things are different</p> <p>-I can feel confident enough to sing and speak in front of a group</p> <p>Building Relationships</p> <ul style="list-style-type: none"> To know being kind makes other people happy To know other people's feelings are important too <p>-I can let other people join in my games</p> <p>-I can begin to recognise when my actions have impacted someone else's emotions</p> <p>-I can talk about how people are feeling in stories that have read to me in class</p> |
| <p>PSED- Jigsaw</p> | <p>Jigsaw-Being in my world</p> <ul style="list-style-type: none"> To know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed | <p>Jigsaw- Celebrating Differences</p> <ul style="list-style-type: none"> Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know why having friends is important Know some qualities of a positive friendship | <p>Jigsaw: Dreams and Goals</p> <ul style="list-style-type: none"> Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older | <p>Jigsaw: Healthy Me</p> <ul style="list-style-type: none"> Know what the word 'healthy' means Know some things that they need to do to keep healthy Know the names for some parts of their body Know when and how to wash their hands properly | <p>Jigsaw: Relationships</p> <ul style="list-style-type: none"> Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship | <p>Jigsaw: Changes</p> <ul style="list-style-type: none"> Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry |



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| | <ul style="list-style-type: none"> Know that being kind is good Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting <p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p> | <ul style="list-style-type: none"> Know that they don't have to be 'the same as' to be a friend Know what being proud means and that people can be proud of different things Know that people can be good at different things Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Recognise emotions when they or someone else is upset, frightened or angry Identify and use skills to make a friend Identify some ways they can be different and the same as others Identify and use skills to stand up for themselves Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Recognise similarities and differences between their family and other families <p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family, unique</p> | <ul style="list-style-type: none"> Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal Understand that challenges can be difficult Resilience Recognise some of the feelings linked to perseverance Recognise how kind words can encourage people Talk about a time that they kept on trying and achieved a goal Be ambitious Feel proud Celebrate success <p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p> | <ul style="list-style-type: none"> Know how to say no to strangers Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know what to do if they get lost Can explain what they need to do to stay healthy Recognise how exercise makes them feel Can give examples of healthy food Can explain what to do if a stranger approached them Can explain how they might feel if they don't get enough sleep Recognise how different foods can make them feel <p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p> | <ul style="list-style-type: none"> Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling and Know some reasons why others get angry Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset <p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, calm me, Breathing</p> | <ul style="list-style-type: none"> Know that remembering happy times can help us move on Recognise that changing class can elicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify how they have changed from a baby Can say what might change for them they get older Can identify positive memories from the past year in school/home <p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p> |
| Literacy Word Reading | <ul style="list-style-type: none"> To know what the first letter of my name looks like To know that print has meaning To know that books can tell a story <p>-I can find my name for self-registration</p> <p>-I can recognise logos in the environment</p> <p>-I can choose a book I want to look at independently</p> <p>I can hold a book the correct way up</p> <p>-I can look at books independently</p> | <ul style="list-style-type: none"> To know that books have a front and a back To know that books should be looked after To know that props can be used to re-tell a story To know that print can have different purposes <p>-I can draw spirals and bounces and turrets</p> <p>-I can share a book with an adult</p> <p>-I can turn the pages of a book carefully from front to back</p> <p>-I can comment on a story I have heard</p> <p>Enjoys stories and can join in with repeating phrases</p> | <ul style="list-style-type: none"> To know that a book needs to be read in the correct order To know that we read English text from left to right and from top to bottom To know more letter shapes that are in my name <p>-I can turn the pages one at a time, from left to right without missing any out</p> <p>-I can match letter shapes to my name card in order- build my name</p> | <ul style="list-style-type: none"> To know that words that rhyme sound the same To know that words can be broken into syllables <p>-I can tell an adult what my writing says</p> <p>-I can say if two words rhyme or do not rhyme</p> <p>-I can clap the syllables in words</p> | <ul style="list-style-type: none"> To know that we read English left to right and top to bottom know that words that some words start with the same sounds (alliteration) To know that two words can rhyme To know that words can be broken into syllables <p>-I can track the words in a book with my finger from left to right while re-telling a story (not reading the words)</p> <p>- I can spot rhymes in familiar stories and poems</p> | <ul style="list-style-type: none"> To know that words contain different sounds To know that books can be used to find out information To know that real and nonsense words can rhyme To know that more than two words can rhyme To know the front page has the title of the story on it To know that words have a first sound To know that print has meaning <p>-I can orally blend the sounds I hear 'Fred talked' into words</p> <p>-I can begin to hear and say the first sound in words</p> |



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Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

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| | | | | | <ul style="list-style-type: none"> -I can say if two words do, or do not rhyme -I can count the syllables in words | <ul style="list-style-type: none"> -I can recognise words with the same initial sound, such as money and mother -I can begin to recognise some familiar letters and point to them in books -I can create my own rhyming string -I can use recently introduced story vocabulary during my play -I can continue a rhyming string -I can point to the title on the front cover |
| Comprehension | <ul style="list-style-type: none"> To know that some words and phrases are repeated in stories <ul style="list-style-type: none"> -I can repeat words and phrases from stories -I can listen to a story read by someone else - I can join in with repeated refrains and key phrases -I can enjoy sharing a book with an adult -I can choose books to look at by myself | <ul style="list-style-type: none"> To know what my favourite stories are To know and remember some events in familiar stories <ul style="list-style-type: none"> - Comments and engages in conversation about the text (fiction and non-fiction) while reading E.g. Child say 'They are going on a bike ride' while pointing at the illustration. -I can answer a simple question about familiar stories, that I have heard several times -I can talk about my favourite story | <ul style="list-style-type: none"> To know that props can be used to re-tell a story To know stories can be acted out with props <ul style="list-style-type: none"> -I can share my ideas about a story I have heard -I can use story props that have been provided to re-create a story -I can tell you an event from a story that has been read to me - I can name some characters from a story that has been read to me -I can ask a simple question about a story -I can develop play around the stories that have been read to me in class | <ul style="list-style-type: none"> To know that a story has different characters in it To know that stories have events To know stories happen in different settings To know some stories are based on real events and others are made up <ul style="list-style-type: none"> - Begins to talk about events and principal characters in stories. -I can tell you something that has happened in a story I have just heard -I can talk about good characters and bad characters -I can re-tell some events from a familiar story -I can answer simple retrieval questions about a new story I have just heard -I can tell you what my favourite story is and talk about it | <ul style="list-style-type: none"> To know an increasing number of words in my vocabulary bank To know that fiction books have a beginning, a middle and an end To know some story events in my favourite books To know stories can be created <ul style="list-style-type: none"> -I can engage in a conversation about stories, characters and events -I can use recently introduced vocabulary to talk about a story -I can make up my own stories in my play | <ul style="list-style-type: none"> To know that different stories have different events To know that a story has a beginning and an end. To know an increasing number of words to build a larger vocabulary <ul style="list-style-type: none"> - I can comment and engage in extended conversations about the text (fiction and non-fiction). E.g. 'I liked it when...' -I can sequence some story events from a familiar story -I can ask questions about a book -I can share my own ideas about a book -I can find or make my own props to role play a story -I can suggest how the story might end |
| Writing (Writing is mainly Physical Development in nursery- refer to fine motor section) | <ul style="list-style-type: none"> To know a pencil is for drawing and writing <ul style="list-style-type: none"> -I can imitate lines -I can hold a pencil to make marks in my chosen grip -I can draw for enjoyment -I can make repeated marks on paper -I can begin to trace over the letters in my name | <ul style="list-style-type: none"> To know that a pencil can be used to write different things To know I can write as part of play <ul style="list-style-type: none"> -I can imitate some simple marks such as lines and waves and circles -I can draw a recognisable face -I can imitate an adult's writing by making continuous lines of shapes and symbols (early writing) from left to right | <ul style="list-style-type: none"> To know I can write things for other people <ul style="list-style-type: none"> -I can use the Penpals patterns I know in my play, such as zig zags, bounces and wiggles - I can imitate shapes that use multiple movements such as x -I can make marks in my play for a purpose e.g. a shopping list | <ul style="list-style-type: none"> To know that I can make marks with different media To know that print carries meaning and is read left to right <ul style="list-style-type: none"> -I can use a variety of mark making implements -I can start my writing at the top of the page - I can mark make left to right | <ul style="list-style-type: none"> To know that writing starts at the top left <ul style="list-style-type: none"> -I can make marks across a page from left to right and down a page from top to bottom -I can seek out opportunities to write in my play | <ul style="list-style-type: none"> To know how to write some or all of my name To begin to know more letter shapes <ul style="list-style-type: none"> -I can label my drawings with familiar letters and meaningful marks in my early writing -I can begin to write all of the letters in my name -I can write some letters accurately |



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Substantive Knowledge, Procedural Knowledge, Key Vocabulary

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| | | <p>-I can attempts to write their own name using marks- distinguishing it from other marks</p> <p>-I can shows interest in letters on a keyboard</p> <p>-I can make marks in different directions</p> | <p>-I can begin to write the first letter of my name and attempt some other letters</p> <p>-I can write a message for someone else using writing-like marks and handwriting patterns</p> | <p>-I can attempt to write some letter-like shapes</p> <p>- I can give meaning to marks</p> <p>- I can start to move towards using a tripod grip</p> | | <p>-I can write the initial letter of some familiar words</p> <p>-I can hold my pencil in a tripod grip</p> |
| Mathematics | <p>Cardinality</p> <ul style="list-style-type: none"> To know some number names of personal significance To know that objects can be counted <p>-I can say some numbers in sequence, sometimes skipping numbers</p> <p>-I can take part in finger rhymes with numbers</p> <p>-I can say some number names during my play</p> <p>-I can use some counting like behaviour while I play</p> <p>Comparison</p> <ul style="list-style-type: none"> To know that one for me and one for you is the same To know when an object is a the same or different from another <p>-I can sort items into categories of type or colour into 2 groups</p> <p>-I can take just one item</p> <p>-I can give you just one item</p> <p>Composition</p> <ul style="list-style-type: none"> To know I can have all or some of the items in a box To know that some classroom items have parts e.g. felt tips and lids To know when a piece is missing <p>-I can explore classroom items, selecting what I need</p> <p>-I can take the items I need, without tipping out the whole box</p> <p>-I can match lids to felt tips</p> <p>-I can put the same parts back together when I tidy up</p> <p>One, Two, parts, pieces</p> <p>Shape, Space, Measure</p> <ul style="list-style-type: none"> To know objects can fit together To know objects can fit inside each other To know that fabrics and pictures can have patterns on them or be plain | <p>Cardinality</p> <ul style="list-style-type: none"> To know some number names to three To know that counting tells me how many I have got (The last number I say) To know what numerals 1, 2, 3 look like <p>-I can take part in finger rhymes, saying some number names in order</p> <p>-I can line items up and touch them one at a time</p> <p>-I can begin to count three classroom items</p> <p>-I can show you 1,2,3 fingers to match the number in a song</p> <p>-I can talk about numbers I see in the environment, sometimes with accuracy</p> <p>Comparison</p> <ul style="list-style-type: none"> To know when an object is a the same or different from another To know when a quantity is the same or different from another <p>-I can find the odd one out in a group of objects</p> <p>-I can sort items into categories of type or colour using 3 or more categories</p> <p>Composition</p> <ul style="list-style-type: none"> To know what a pair is <p>-I can make matching pairs</p> <p>-I can say when there are 2 in both piles- the same</p> <p>Matching pair</p> <p>Shape, Space, Measure</p> <ul style="list-style-type: none"> To know that some spaces are too small for me to get inside To begin to know what a repeating pattern is <p>-I can fit myself inside a space</p> <p>-I can talk about a pattern I am shown</p> | <p>Cardinality</p> <ul style="list-style-type: none"> To know number names to 5 and say them in order To know strategies to count up to 3 objects To know when I have counted all of my items and stop counting <p>-I can say number names to 5 in order</p> <p>-I can begin to count backwards from 5</p> <p>-I can count 3 items accurately</p> <p>-I can remember how many I have just counted</p> <p>-I can show you 1,2,3,4,5 fingers to match the number</p> <p>Comparison</p> <ul style="list-style-type: none"> To know which group of objects has more in it To know when 2 groups of items have the same (up to 3) <p>-I can ask for one more</p> <p>-I can take one from a larger group</p> <p>-I can give someone just 1/2 items</p> <p>-I can subatise up to 3 items without counting</p> <p>-I can make sure I have the same amount of playdough as my friends</p> <p>More, same, half, subitise</p> <p>Composition</p> <ul style="list-style-type: none"> To know that something can be cut in half To know that putting two halves together makes a whole <p>-I can put playdough parts back together to make a whole</p> <p>-I can cut my playdough cake in half</p> <p>Part, whole, half</p> <p>Shape, Space, Measure</p> | <p>Cardinality</p> <ul style="list-style-type: none"> To know number names to 5 To know strategies to count 5 items To know the last number you say is how many you have To know how many items are in a group of up to 5 without counting To know what 1, 2 or 3 items look like visually (subitising) <p>-I can begin to recognise some numbers to 5</p> <p>-I can subatise up to 3 items</p> <p>-I can begin to subatise dice images to 3</p> <p>-I can begin to count up to 5 items with 1:1 correspondence</p> <p>-I can remember the last number I said when counting</p> <p>Comparison</p> <ul style="list-style-type: none"> To know which quantity has fewer in it To know classroom labels help us to tidy up <p>-I can get into a group of two (pair/partner)</p> <p>-I can get into a group of make a three</p> <p>-I can match classroom items to their classroom location using labels to help me- matching the same</p> <p>More, fewer, pair, partner</p> <p>Composition</p> <ul style="list-style-type: none"> To know that something can be split into parts and then put back together to make a whole <p>-I can say how many parts my item is in (1, 2, 3)</p> <p>Part, whole</p> <p>Shape, Space, Measure</p> | <p>Cardinality</p> <ul style="list-style-type: none"> To know number names to five To know what numerals to 5 look like To know that written symbols can represent numerals To know that things can be added <p>-I can match a number name to its numeral</p> <p>-I can put number cards to 3 in order</p> <p>-I can represent numbers by writing marks</p> <p>-I can count 3 items and match to its numeral</p> <p>Comparison</p> <ul style="list-style-type: none"> To know when two groups of items have the same (up to 5) To know the number I say last is how many I have <p>-I can count the items in two piles, starting at one each time</p> <p>-I can remember which number I said, when counting two groups one after another</p> <p>-I can say if the quantity was the same or different</p> <p>Composition</p> <ul style="list-style-type: none"> To know a quantity can be separated into two parts and the total remains the same To begin to know numbers can be made up from other numbers <p>-I can build a cube tower of up to 5 cubes and count it</p> <p>-I can break the tower into two parts</p> <p>-I can solve real world problems in the environment. E.g. when linking trains</p> <p>Part, whole</p> <p>Shape, Space, Measure</p> <ul style="list-style-type: none"> To know the names of some basic shapes | <p>Cardinality</p> <ul style="list-style-type: none"> To know number names to ten To know what numbers to 5 look like To know that things can be taken away <p>-I can say number names to ten in order</p> <p>-I can begin to recite number past ten</p> <p>-I can begin to count backwards from 5/10</p> <p>-I can match the number name to its numeral</p> <p>-I can place number cards to 5 in order</p> <p>-I can count objects to 5 with 1:1 correspondence</p> <p>-I can subatise dice images to 5</p> <p>-I can count up to 5 items and match to its numeral</p> <p>-I can experiment with symbols to represent numbers 1-5</p> <p>Comparison</p> <ul style="list-style-type: none"> To know when a group of items has more, fewer or the same up to 5 <p>-I can solve real world mathematical problems with numbers up to 5 e.g. 4 chairs at the playdough table and 4 children allowed to sit at it</p> <p>Same, different, quantity, amount, more, fewer</p> <p>Composition</p> <ul style="list-style-type: none"> To know a quantity can be separated into two or more parts and the total remains the same To begin to know numbers can be made up from other numbers <p>-I can explore numicon pieces, fitting them together</p> <p>-I can share 3 sweets between 3 teddies</p> <p>Shape, Space, Measure</p> |



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Substantive Knowledge, Procedural Knowledge, Key Vocabulary

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| | <ul style="list-style-type: none"> -I can build and balance construction materials -I can complete insert puzzles -I can match the correct shape to the correct shaped hole -I can spot a pattern in the environment <p>High, low, bigger, smaller, little, tall heavy, pattern</p> | <ul style="list-style-type: none"> -I can track a pattern with my finger saying the colours <p>Pattern, colour names (prime)</p> | <ul style="list-style-type: none"> To know objects in the environment are different shapes To know positional language tells you where something is <ul style="list-style-type: none"> -I can follow positional instructions -I can match the same shapes together-sorting -I can match items to their classroom location by matching to their silhouette -I can choose objects for a purpose/to represent a real item-when model making, constructing, role playing -I can choose straight and curved pieces to build a train track <p>In front, behind, on top, next to, far away, close, inside, outside</p> | <ul style="list-style-type: none"> To know that patterns repeat again and again To know some construction items can balance and some items can not <ul style="list-style-type: none"> -I can draw around shapes -I can talk about 3D shapes in my environment -I can build structures using 3D shapes, balancing on their flat faces -I can verbalise a repeating pattern -I can describe where something is to someone else, using positional language <p>Cube, cuboid, sphere, pyramid, face, surface flat, curved, round, straight, corners, vertices</p> <p>In front, behind, on top, next to, far away, close, inside, outside</p> <p>Pattern, colour names</p> | <ul style="list-style-type: none"> To know that shapes have sides/edges and corners To know that some things feel heavy/light when you pick them up To know that something can be tall or short To know that something can be long or short <ul style="list-style-type: none"> -I can find a circle, square, triangle and oblong when asked -I can make a picture using 2D shapes -I can talk about the size of something while building or making using mathematical language -I can create a train track that links continuously, by selecting the correct shaped pieces to complete it <p>Triangle, circle, square, oblong, Heavy, light, tall, long, short</p> | <ul style="list-style-type: none"> To know that the flat face of 3D shapes can balance on another To know that money is used to buy things To know that a container can be full and empty <ul style="list-style-type: none"> -I can select 3D shapes to represent objects in the real world e.g. pyramid for a roof -I can talk about the shapes I am using while building with blocks -I can continue a pattern I am given -I can create my own ABABAB pattern -I can use money in my pretend play e.g. pretending to be a shop keeper/customer <p>Flat, round, curved, shape</p> <p>Full, empty, half, Coin, how much, cost</p> |
| <p>Understanding the World</p> <p>Past and Present</p> | <ul style="list-style-type: none"> To know and make sense of my own life-story To know some vocabulary linked to time To know I used to be a baby To know how they are going to grow and change. <ul style="list-style-type: none"> -I can re-tell what my parents have told me about my own life story. - Talks about how things are changing within a season (e.g. 'It's colder') -I can talk about how I have changed (e.g. 'My top is too small... I've got bigger.') <p>Today, yesterday, used to be, when I was</p> | <ul style="list-style-type: none"> To know and make sense of my family's history. To know the sequence of familiar events in my day <ul style="list-style-type: none"> -I can comment on images of familiar situations in the past. -I can re-tell what my parents have told me about my family's history. -I can ask questions about my day e.g. When is it dinner time? Is mummy coming soon? <p>Now, next, after, soon, later</p> | <ul style="list-style-type: none"> To know that family events have happened in the past To know the role of special people in our society <ul style="list-style-type: none"> -I can tell you what I did yesterday/last week -I can show an interest in different occupations including the fire service, the police service and the health service. <p>Firefighter, fire engine, hose, police, ambulance, emergency, doctor, paramedic, 999</p> | <ul style="list-style-type: none"> To know objects and machines were different in the past. E.g. phones and cars <ul style="list-style-type: none"> -I can play with objects that are from the past and talk about what they would have been used for. -I can talk about how my family travels to different places. <p>Transport, car, bus, train, tram, plane Communicate, telephone, letter, computer</p> | <ul style="list-style-type: none"> To know the role of special people in our society <ul style="list-style-type: none"> -I can tell you something I can do now that I couldn't do when I was a baby -I can talk about what a farm looks like -I can talk about farmers and what their job is -I can observe and talk about how baby animals change over time <p>Farmer, farm, field, job, grow, provide, fruit, vegetable, animals, market, supermarket, grow, change</p> | <ul style="list-style-type: none"> To know books can tell stories from the past <ul style="list-style-type: none"> -I can compare and contrast characters from stories, including figures from the past. |
| <p>Understanding The World</p> <p>People and Communities</p> | <ul style="list-style-type: none"> To know who I live with and who my other family members are To know my family is special To know other families are different e.g. have pets, do not have pets. Live with different people. <ul style="list-style-type: none"> -I can shows interest in the lives of people who are familiar to me -I can name my family members and say who I live with | <ul style="list-style-type: none"> To know that Diwali is a special celebration To know what my family celebrates To know that other people celebrate different things To know that Diwali, Bonfire night and Christmas are celebrations. To know that not everybody celebrates Christmas To know that there are seasons | <ul style="list-style-type: none"> To know other families are similar or different To know that some families live close together and some families live further away To know who can help us in the community <ul style="list-style-type: none"> -I can tell you about my family -I can begin to compare my family to other families | <ul style="list-style-type: none"> To know that not everybody celebrates Easter To know the features of my familiar environment <ul style="list-style-type: none"> -I can talk about some of the similarities and differences in relation to friends and family -I can talk about some of the things they have observed in different places, such as buildings and parks. | <ul style="list-style-type: none"> To know that that there are differences between people and all people are special To know in my community there are many different people who might look different to me. To know that other children do not always enjoy the same things as them and are sensitive to this To know I live in the town of Clifton | <ul style="list-style-type: none"> To know that there are different countries in the world To know that there are different physical features in the environment To know maps represent places I the world To know we live in England To know what food my family cook for me in my house |



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Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

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| | <p>-I can make connections between features of my family and other families.</p> <p>-I can begin to notice differences between people</p> <p>Mum, Dad, brother, sister, cousin, uncle, aunty, pet, Same, different,</p> | <p>-I can enjoy joining in with family routines and customs</p> <p>-I can recognise and describes special times of events for family or friends</p> <p>-I can talk about the things that I celebrate in my house</p> <p>-I can talk about how Diwali is celebrated</p> <p>-I can talk about my favourite food</p> <p>-I can talk about the weather I experiences yesterday and today e.g. yesterday it was cold. I put my coat on. Today I don't need a coat.</p> <p>India, celebrate, Diwali, light, special, family, believe Change, hot, cold</p> | <p>-I can show interest in different occupations. (e.g. through roleplaying as a nurse and as a firefighter)</p> <p>Family, friends, distance, together, apart, similar, the same, different, help, doctor, nurse, paramedic, bandage, plaster</p> | <p>-I can talk about what my family believe</p> <p>House, park, flat, school, road, grass, trees</p> | <ul style="list-style-type: none"> To know I live in the country of England <p>-I can develop a positive attitude about differences between people</p> <p>-I can talk about the things I like and do not like</p> <p>-I can talk about the things that make me 'me'</p> <p>- I can talk about where I live</p> <p>-I can enjoy looking at and talking about pictures of familiar places in my local area</p> <p>Roads, travels, car, bus, tram, bike, boat, sea, plane, country, Clifton, England</p> | <ul style="list-style-type: none"> To know that people eat different things with their families <p>-I can talk about the differences I have experienced or seen in photos of other places/countries.</p> <p>-I can make imaginative and complex 'small worlds' with blocks and construction materials, such as a city with different buildings and parks</p> <p>-I can name some other countries in the world, such as a place I have been on holiday</p> <p>-I can talk about the differences I have experienced or seen in photos. E.g. beaches and mountains</p> <p>-I can look at and comment on the features of a simple map</p> <p>-I can explore different foods and say my likes and dislikes</p> <p>-I can compare what myself and friends eat and respect our differences</p> <p>Special, unique, same, different,</p> <p>Grass, trees, forest, beach, mountain, building, map, country, town, holiday, plane, boat, travel</p> |
| <p>Understanding The World</p> <p>The Natural World</p> | <ul style="list-style-type: none"> To know how to take care of themselves by washing their hands before eating and after using the toilet or when dirty; putting on more clothes when cold or taking them off when too hot. To know that some things are living and some things are non-living To know that different materials feel different when you touch them To know small world figures and construction figures can be used to create things I have seen in books, on TV and in the natural world <p>-I can explores the natural world around them using their five senses</p> <p>-I can use hands on exploration and talk about what I notice</p> | <ul style="list-style-type: none"> To know that there are different seasons Comments and asks questions about aspects of their familiar world, such as the place they live To know and explore how objects are affected by forces To know magnets are attracted to each other To know the sources of everyday sounds including: Everyday household equipment – Hoover, washing machine, kettle, gas hob <p>-I can talk about patterns I notice in my environment (e.g. brick, grates and bark rubbings)</p> <p>-I can explore natural objects from the surrounding environment and describe what they can see, feel and hear.</p> | <ul style="list-style-type: none"> To know that different things happen in day time and at night time To know some animals come out at night time, while we sleep To know that it is light in the day time and dark at night To know that shadows happen when it is sunny To know light can travel through some objects and not through others To know that some things are living and others are non-living To know that some materials change when they get hot To know that different materials feel different when you touch them To know materials can be combined To know cake mixture changes when you cook it | <ul style="list-style-type: none"> To know I can use force to change the shape of objects To know that some materials float and some materials sink To know some materials change when they get wet To know that some materials are stronger than others To know that some materials are better for different jobs To know that sugar will rot my teeth To know that my tongue helps to taste <p>-I can explore collections of materials with similar and/or different properties.</p> | <ul style="list-style-type: none"> To know that there are different seasons To know the sources of everyday sounds including <ul style="list-style-type: none"> Animal sounds (UK farm animals) To know the names of farm animals and their babies To know the key features of a life cycle of an animal and a butterfly To know the names of mini-beasts in the environment To know I should respect and care for the environment and living things <p>-I can talk about the seasons I have experienced this year</p> <p>-I can observe the lifecycle of a butterfly and talk about what u notice</p> | <ul style="list-style-type: none"> To know plants grow from seeds To know some environments are more suitable for people to live in and others are more suitable for animals To know I should respect and care for the environment and living things <p>-I can care for a plant</p> <p>-I can talk about the lifecycle of a plant in simpler terms</p> <p>-I can comment on and asks questions about aspects of my familiar world, such as the place they live or the natural world</p> <p>-I can be careful when handling living things</p> |



Dovecote Primary and Nursery School – Nursery - Long-Term Overview 2024/2025

Substantive Knowledge, Procedural Knowledge, Key Vocabulary

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| | <p>-I can play and explore outside in all seasons and in different weather -I can notice living things in my environment e.g. spiders and worms</p> <p>-I can talk about features I like and dislike in my environment e.g. hot or cold temperatures, things that feel slimy</p> <p>-I can get my coat when it is cold or rainy</p> <p>-I can create small world settings where characters can live.</p> <p>Hot, cold, like, dislike, wet, dry, wash, clean, wear, weather, touch, feel, hear, listen, see</p> | <p>-I can talk about the weather I am experiencing today</p> <p>-I can recognise and name familiar sounds</p> <p>-I can notice if the weather is the same or different as yesterday</p> <p>-I can build a chain of magnetic trains, knowing to turn one around if they do not join</p> <p>-I can feel and talk about the forces around me by: • standing outside on a windy day and feeling how the wind pushes against their body. • Helping to pull a heavy object across a surface • Helping to lift heavy objects and realising what would happen if they let go. • Running their hands through water and noticing that there is a push against their fingers.</p> <p>-I can play with magnets and notice they pull towards an object before they touch it.</p> <p>Windy, rainy, hot, cold, snowy, push, pull, heavy, light, magnet, join, attract, sound, hear, listen, force, sense</p> | <p>To know the sources of everyday sounds</p> <p>-I can tell you that owls come out at night</p> <p>-I can tell you what owls eat</p> <p>-I can talk about my bedtime routine</p> <p>-I can observe and talk about ice and how it changes</p> <p>-I can draw around a shadow</p> <p>-I can explore what happens when they shine light on or through different materials and begin to talk about what I notice.</p> <p>-I can sort materials according to how they feel</p> <p>-I can explore collections of materials with similar and/or different properties and begin to describe how they are similar or different.</p> <p>-I can talk about familiar night time sounds and day time sounds in my house and my local world</p> <p>-I can talk about the changes I notice that are happening to materials (e.g. ice melting, cake mix setting)</p> <p>-I can combine and mix ingredients and notice how they change when cooked.</p> <p>Nocturnal, hibernation, dark, light, shadow, through, block,</p> <p>Sounds, noise, bird-song, transport, vehicle, loud, quiet, siren, emergency, bin lorry, water, shower, bath, tap, kettle, flush, cooking</p> <p>Hot, cold, freeze, melt, water, solid, liquid</p> <p>Combine, mix, change, cook, bake, heat</p> <p>Same, different</p> | <p>-I can ask questions about what I have observed</p> <p>-I can change the shape of playdough and clay by squashing</p> <p>-I can observe materials and talk about what I notice</p> <p>-Explore and talk about different forces they can feel.</p> <p>-I can talk about what I see using a wider vocabulary</p> <p>-I can explore natural materials inside and outside by touching them</p> <p>-I can build a house using construction materials</p> <p>-I can brush my teeth</p> <p>-I can say which food I do and do not like</p> <p>Wood, straw, brick, strong, weak,</p> <p>Toothbrush, dentist, sugar, rot, decay, clean, healthy</p> <p>Push, pull, squash, squeeze, shape, flat, fast, slow, stop, go</p> <p>Float, sink, wet, dry, waterproof, soggy, bend, strong, weak, light, heavy</p> <p>Taste, eat, like, dislike</p> | <p>-I can play with the farm and pretend to be different animals</p> <p>-I can recognise, match and imitate the noises different farm animals make</p> <p>-I can match a picture of a baby animal with its adult and talk about what is the same and what is different</p> <p>-I can order the pictures of the lifecycle of a butterfly</p> <p>-I can talk about the features of mini-beasts that I see while exploring outside</p> <p>-I can use a range of equipment such as bug viewers, magnifying glasses to observe</p> <p>-I can be careful when handling living things</p> <p>Chrysalis, pupa, cocoon, caterpillar, butterfly</p> <p>Kitten, puppy, calf, lamb, piglets, chick, egg, goose, gosling</p> | <p>-I can talk about the environmental features of the seaside</p> <p>-I can talk about the animals that live at the seaside</p> <p>Flower, plant, petals, leaves, stem, roots, tree, grow, water, sun, seed</p> <p>Sea creature, fish, octopus, jellyfish, shark, crab, sea gull, sand, sea, ocean</p> |
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Dovecote Primary and Nursery School – Nursery - Long-Term Overview 2024/2025

Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

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| <p>Computing/ Technology</p> | <ul style="list-style-type: none"> To know I can create movement and sounds by pressing buttons and pulling levers <p>-I can play with technological toys and explore how they work.</p> <p>-I can use on/off switches, press buttons for sound and movement</p> | <ul style="list-style-type: none"> To know that they must not touch electrical plugs or batteries – it is an adult’s job. <p>-I can use battery-powered devices.</p> | <ul style="list-style-type: none"> To know some everyday sources of light (the sun, ceiling lights, torches, car headlights) To know which equipment uses electricity to power it. <p>-I can safely explore toys and equipment that create light</p> | <ul style="list-style-type: none"> To know which IT equipment I need to take a photo To know technology can be used to record sounds <p>-I can operate equipment such as CD players, camera, ipad</p> <p>-I can take a photo</p> <p>- I can record a sound and play it back</p> | <ul style="list-style-type: none"> To know how to use a simple drawing programme <p>- I can use the interactive board to create pictures, including pressing icons to change colour and rubbing out</p> <p>- I can use a simple ICT program to create pictures, patterns and shapes</p> | <ul style="list-style-type: none"> To begin to know how to use programmable toys To begin to know you can use technology to communicate <p>-I can use technological toys to move in various directions e.g. bee bots, pressing buttons to make them move</p> <p>-I can press some letters I know on a keyboard to write</p> |
| <p>Expressive Arts and Design</p> <p>Creating with materials</p> <p>(See fine motor for substantial and procedural knowledge linked to using tools)</p> | <ul style="list-style-type: none"> To know the names of colours (primary and secondary) To know that materials in my environment will give me different experiences when I explore them To know can create art using tools <p>-I can change the shape of Play-dough to represent an object</p> <p>-I can carve shapes into playdough</p> <p>-I can explore/investigate materials using touch, smell, taste, sight, and hearing</p> <p>-I can play with small world figures using my own experiences</p> <p>-I can name the colour of the things I see in the world. I can name the colours of the paint/crayon I am using</p> <p>-I can begin to use a variety of art tools such as pencil, crayons and pencils, paint brushes and my hands</p> <p>-I can make simple marks based on own experiences and say what I have drawn</p> <p>-I can cut snips of paper</p> <p>-I can build and stack objects and join objects together</p> | <ul style="list-style-type: none"> To know that objects have different textures and that there are different words for explaining this To know how to make real representations of things I have seen in the world To know materials can be joined together To know I can make marks in different ways To know materials can be added to my painting <p>-I can touch something and say how it feels e.g. soft, hard, rough, smooth</p> <p>-I can choose colour for a purpose and to match something I have seen in the world</p> <p>-I can use simple tools to shape, assemble and join materials – glue, paste, scissors , tape</p> <p>-I can draw around the outline of a shape</p> <p>-I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>-I can build/construct with a purpose in mind</p> <p>-I can form prints with simple objects – leaf, hand, fruit, blocks</p> <p>-I can use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy</p> <p>-I can create a simple collage</p> <p>-I can stick collage materials onto my paintings</p> | <ul style="list-style-type: none"> To know coloured pens and paints can be used for different purposes To know how to represent real objects using drawings, art resources and construction materials To know how to combine different ingredients to create a dish with adult support. To know colours change when you mix them together To know how to create a collage To know how to weave <p>-I can use different colours and textures in my pictures</p> <p>-I can join different materials and explore different textures.</p> <p>-I can explore and talk about what I notice when I mix colours together</p> <p>-I can drawing pictures that have some resemblance to people, objects</p> <p>-I can begin to use original ideas in my pictures</p> <p>-I can develop my own ideas and then decide which materials to use to express them.</p> <p>-I can choose and stick different papers/fabrics to layer</p> <p>-I can thread fabrics in and out to weave</p> | <ul style="list-style-type: none"> To know which material, I need to make my model To know that joining different materials can create a new effect To know how to make their creation more stable (e.g. a tower). To know colour choice is important when creating representations of real things from the world <p>-I can choose colour for a purpose</p> <p>-I can talk about my model with an adult</p> <p>-I can steady my tower to stop it from falling</p> <p>-I can use the language of colour (secondary colours)</p> <p>-I can build and join 3D structures using a range of materials for a specific purpose</p> <p>-I can experiment with colour, design, texture and function</p> | <ul style="list-style-type: none"> To know how to explore materials to develop ideas and choose what to make To know what I want to make, then select the resources I need To know coloured pens and paints can be used for different purposes To know that colours can be mixed for a purpose <p>-I can make choices before I begin constructing</p> <p>-I can select materials for a purpose e.g. milk lids for buttons on a robot</p> <p>-I can mix colours to make new colours</p> <p>-I can explain different parts of my model</p> <p>-I can tell someone else the process I used to make my model and the materials I have used</p> <p>-I can make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>-I can develop my own ideas and then decide which materials to use to express them.</p> | <ul style="list-style-type: none"> To know how to control pens and pencils to draw recognisable representations of things I have seen in the world To know I can improve my model by sticking collage materials on it To know what they are going to make before they make it. To know how to safely explore a variety of tools. To know what they like about their creation. To know how to distinguish between moving and non-moving elements. To know who Yayoi Kusama is <p>-I can draw with increasing complexity and detail</p> <p>-I can draw a clear representation of a person</p> <p>-I can draw representations of other things in the world, such as animals, plants and buildings</p> <p>-I can draw my own ideas</p> <p>-I can copy something from a book with developing accuracy</p> <p>-I can name all primary and secondary colours and explore them freely with paint</p> <p>-I can use a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving</p> <p>-I can create art using dots like yayoi Kusama</p> |



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Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

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|---|--|---|--|---|--|---|
| <p>Expressive Arts and Design</p> <p>Being Imaginative</p> | <ul style="list-style-type: none"> To know how to respond emotionally and physically to music To know how to join in with familiar songs and rhymes To know how to explore instruments to make different sounds To know how to make rhythmical and repetitive sounds using instruments and my body e.g. clapping To know how to link actions with songs and music To know how that I can use my imagination To know an object can be used to represent something else <p>-I can use toys to support my pretend play</p> <p>-I can take part in simple pretend play, using an object to represent something else even though they are not similar. E.g. banana for a phone</p> <p>-I can join in with singing simple rhymes</p> <p>-I can clap to a song and</p> <p>-I can enjoy moving to the music</p> <p>-I can enjoy the sounds instruments make</p> | <ul style="list-style-type: none"> To know that you can dance to celebrate To know that you can sing songs to celebrate special occasions To know that imaginative play can copy real life experiences <p>-I can role play using small work figures to re-create an experience I have had/seen</p> <p>-I can begin to clap and tap a drum in time to the beat</p> <p>-I can say which song is my favourite</p> <p>-I can join in with a songs and actions performance in front of audience</p> <p>-I can join in dancing to a range of songs</p> <p>-I can link songs with actions</p> <p>-I can role-play events that happen in my house in the home corner</p> | <ul style="list-style-type: none"> To know some songs off by heart To know an increasing number of dance moves To know the names of simple instruments To know different instruments make different sounds To know other people can join in to create a role-play <p>-I can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>-I can create sounds in vocal sound games.</p> <p>-I can engage in dramatic play with others</p> <p>-I can begin to dance to the beat of songs</p> <p>-I can handle instruments with care</p> <p>-I can enjoy exploring a range of instruments</p> | <ul style="list-style-type: none"> To know I can re-create stories using props that have been provided for me To know sounds can be changed To know sounds can represent emotions To know drawings can represent emotions <p>-I can create my own story line using my imagination when playing with small world figures</p> <p>-I can merge elements of familiar songs with improvised singing.</p> <p>-I can draw a picture to music, showing different feelings or different speeds</p> <p>-I can talk about how music makes me feel</p> <p>-I can sing echo songs</p> <p>-I can march to a steady beat.</p> <p>-I can explore singing fast and slow and changing speeds.</p> <p>-I can explore how to use my voice to create loud and quiet sounds</p> | <ul style="list-style-type: none"> To know how to sing several songs and rhymes from memory To know how to pitch match while singing To know how to play instruments with increasing To know that I can recreate story events using props in the environment <p>-I can uses a range of objects (real, pretend, abstract) to imitate play</p> <p>-I can perform a drama or a poem to an audience.</p> <p>-I can imagine and recreate story lines with my friends using small world figures</p> <p>-I can link construction and small work figures</p> <p>-I can use recently introduced vocabulary in my imaginative play</p> <p>-I can sing songs, matching the pitch sung by another person</p> | <ul style="list-style-type: none"> To know that I can recreate story events using props I have made myself To know how to show emotion in a picture e.g. happiness, sadness To know how to sing the melodic shape of a familiar song To know I can use my own original ideas in my drawings and paintings <p>-I can develop more complex stories using small world equipment like animal sets, dolls and dolls houses, with other children</p> <p>-I can role play with peers for extended periods of time</p> <p>-I can choose happy or sad colours in my drawings</p> <p>-I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.</p> <p>-I can create drawing to represent ideas like movement or loud noises.</p> <p>-I can create their own songs or improvise a song around one they know.</p> <p>-I can play instruments with increasing control to express their feelings and ideas.</p> <p>-I can play instruments with more control to play loud/ quiet, (dynamics), fast/slow (tempo).</p> <p>-I can begin to describe the sound of instruments e.g. scratchy sound, soft sound.</p> <p>-I have strong preferences for songs I like to sing and/or listen to</p> |
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This curriculum overview shows the progression of substantive and procedural knowledge for an N2 child, who is working at age related and with us for a whole year. N1 children join us after their third birthday. N2 children may join us at any point. We baseline every child after a few weeks of being with us and adapt and review the curriculum to meet the developmental needs of all children. We will revisit to embed and retain knowledge and provide a learning environment to support the progress of all children. The Prime areas are a key focus for us in our Early Years Unit, particularly in Nursery.