



English Long Term Overview Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre: Non-Fiction – All About Me	Genre: Fiction Non-Fiction - Celebrations	Genre: Fiction – Traditional Tales	Genre: Non-Fiction Fiction – Wonderful World	Genre: Fiction Non-Fiction – People Who Help Us	Genre: Fiction - Transport
Text: 	Text: 	Text: 	Text: 	Text: 	Text:
C & L: *Show an interest in the lives of other people. *Respond to people when they say my name and change my activity when I am encouraged to do so. *Use everyday words to talk about people I know. *Follow simple instructions with visuals.	C & L: *Use a wider range of vocabulary. *Listens to others one to one or in small groups, when conversation interests them. *To begin to understand the appropriate time to speak (circle time/show and tell) *Beginning to understand 'why' and 'how' questions relating to the stories	C & L: *Understand simple questions about 'who', 'what', 'where' and 'why'. *Enjoy listening to longer stories and can remember much of what happens. *Pay attention to more than one thing at a time, which can be difficult. *Use longer, extended sentences adding further appropriate detail.	C & L: *Listen attentively to stories *Answer a range of questions: Who, When, Where, What happened & Why. *+51Start a conversation with an adult or a friend and can continue it for many turns.	C & L: *Talking about what job they want to do as they get older. *Enjoying a variety of information books about jobs. *Begin to describe a sequence of events, real or fictional, using words such as 'first, then...' *To continue to practise forming the letters in their name correctly. *To orally segment and blend the sounds in cvc words.	C & L: *Use a wider range of vocabulary. *Understand and respond appropriately to 'why' questions. *Be able to express a point of view and to debate when they disagree with someone else. *Understand a question or instruction that has two parts and responding to this appropriately.



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*Listen to and respond to adults and my friends.	*Shows understanding of prepositions (under/on top/behind/next to /in front)				
Literacy: *Fill in missing words from well-known rhymes. *Show a preference for a book, song or rhyme. *Join in with rhymes and stories. *Make marks on a page, sometimes using both hands. *Make connections between my actions and the marks being made.	Literacy: *To listen to stories with increasing attention and recall. *Use a story map and props to retell a story *Sequence the story	Literacy: *Spot and suggest rhymes. *Count the syllables in a word. *Write some letters in their own name accurately. *Engage in extended conversations about stories, learning new vocabulary. *Talk about the different characters in traditional tales.	Literacy: * Recognise their own name *Begin forming some of the letters in their name correctly *Spot and suggesting words that rhyme *Clap syllables in words *Recognise words which have the same initial sound *Engage in extended conversations about stories, learning new vocabulary.	Literacy: *Recognise the words with the same initial sounds. *To engage in extended conversations about stories. *Write some or all of the letters in their name. *Write some letter accurately.	Literacy: *Make predictions about what we think will happen in a story. *Use non-fiction books to find information about travel. *Explore words with the same initial sound and sort objects. *Oral blend and segment simple words.
PD: *Hold a pencil in my own way to make marks. *Turn pages in a book carefully.	PD: *Use large muscle movements to wave flags and streamers, paint and make marks. *Begin to show a preference for a dominant hand *Use one-handed tools and equipment for example making snips in paper with scissors.	PD: *Use a comfortable grip with good control when holding pens and pencils. *Use one-handed tools and equipment, for example, making snips in paper with scissors. *Put on their own coat and zip it up independently. *Unfasten and fasten buttons of varying sizes.	PD: *Practise holding their pencil effectively using the tripod grip. *Use scissors correctly and begin to make snips in paper and cut in a straight line. *To become increasingly independent as they get dressed, e.g. putting their coat on, zipping it up etc.	PD: *Experimenting with different ways of moving around the hall. *Understands the importance of exercise and keeping healthy (talk about using information books). *Trying different uniforms on. *Continue to practise letter formation and correct pencil grip.	PD: *Start taking part in some group activities which they make up for themselves, or in teams. *Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. *Use a comfortable grip with good control when holding pens and pencils.



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			*To practise ball skills; throwing & catching.		*Show a preference for a dominant hand.
Poetry:	Poetry: I will never work on my birthday – Matt Goodfellow	Poetry: Do you know the muffin man who lives down Dury Lane	Poetry: Arabella Miller had a woolly caterpillar	Poetry: Wind the bobbin up	Poetry: The Train Ride