



Nursery Overview

Week/Term	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
<u>Autumn 1</u> <u>(Phase 1)</u>	<p><u>Environmental Sounds & Instrumental Sounds</u> Introduce sitting skills and explain that we are going to do some investigation in to sounds. What sense/part of our body do we need to use?</p> <p>Tuning into sounds Show children two sets of musical instruments and name them. Play each instrument, whilst children listen. Then hide one set. Demonstrate playing a hidden instrument and the children say the instruments name. Revise sitting and listening skills.</p>	<p><u>Body Percussion</u> Body Parts Demonstrate using the body to make different sounds (clap hands, stamp feet, click fingers) Revise sitting and listening skills.</p>	<p><u>Rhythm and rhyme</u> <u>Rhyming Books</u> Share a book that has a familiar repeating/rhyming pattern (The Gingerbread Man). Revise sitting and listening skills.</p>	<p><u>Alliteration</u> <u>I spy names</u> Sit in a circle and play 'I spy names'. "I spy someone's name beginning with 's'. Who can it be" The child with the name beginning with 's' stands up and all the children say his name. Revise sitting and listening skills.</p>	<p><u>Voice Sounds</u> <u>Mouth movements</u> Show the children how to make different mouth movements (blowing, sucking, tongue stretching and wiggling) Use a mirror to look at the mouth movement and encourage children to make the movements in the adult's mirror. Revise sitting and listening skills.</p>	<p><u>Oral blending and segmenting</u> <u>Oral blending</u> Play touch your body game. Explain to the children that they are going to touch parts of their body when asked to do so but they must listen for the body part. Say the body part name in sound speak, touch your f-ee-t, feet, t-oe-s toes etc. <u>Clapping sounds</u> Think of the words that use the sounds s,a,t,p,i,n and sound them out. Sat Tap Pin Sin Tin Pit Clap each phoneme for the word and then blend them to make the word. Revise sitting and listening skills.</p>
<u>Autumn 2</u> <u>(Phase 2)</u>	<u>Sound Focus</u> s,a	<u>Sound Focus</u> t, p	<u>Sound Focus</u> i, m	<u>Sound Focus</u> n,d	<u>Sound Focus</u> g, o	<u>Sound Focus</u> c, k
	<u>Tricky Words</u>	<u>Tricky Words</u>	<u>Tricky Words</u>	<u>Tricky Words</u>	<u>Tricky Words</u> l	<u>Tricky Words</u> to
<u>Spring 1</u> <u>(Phase 2)</u>	<u>Sound Focus</u> ck, e	<u>Sound Focus</u> e,u	<u>Sound Focus</u> r,h	<u>Sound Focus</u> b, f	<u>Sound Focus</u> ff, l	<u>Sound Focus</u> ll, ss



	<u>Tricky Words</u> the	<u>Tricky Words</u> no	<u>Tricky Words</u> go	<u>Tricky Words</u> Recap tricky words taught so far	<u>Tricky Words</u> Recap tricky words taught so far	<u>Tricky Words</u> Recap tricky words taught so far
<u>Spring 2</u> <u>(Phase 2)</u>	<u>Sound Focus</u> Revision of sounds taught so far Assessment for learning to inform	<u>Sound Focus</u> Revision of sounds taught so far Assessment for learning to inform	<u>Sound Focus</u> Revision of sounds taught so far Assessment for learning to inform	<u>Sound Focus</u> Revision of sounds taught so far Assessment for learning to inform	<u>Sound Focus</u> Revision of sounds taught so far Assessment for learning to inform	<u>Sound Focus</u> Revision of sounds taught so far Assessment for learning to inform
	<u>Tricky Words</u> Recap tricky words taught so far					
<u>Summer 1</u> <u>(Phase 3)</u>	<u>Sound Focus</u> j, v	<u>Sound Focus</u> w, x	<u>Sound Focus</u> qu, z	<u>Sound Focus</u> zz, y	<u>Sound Focus</u> Revision of sounds taught so far Assessment for learning to inform	<u>Sound Focus</u> Revision of sounds taught so far Assessment for learning to inform
	<u>Tricky Words</u> he	<u>Tricky Words</u> she	<u>Tricky Words</u> Recap tricky words taught so far			

