

Nursery Long Term Overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| GENERAL THEMES N.B. These themes may be adapted at various points to allow for children's interests to flow through provision | MARVELLOUS ME! Starting School My new class Me and my family Autumn | TERRIFIC TALES! CHRISTMAS! Traditional Tales Celebrations and festivals | AMAZING ANIMALS! Animals as pets Animals at the zoo Winter | ON THE FARM! EASTER! Farmyard animals Easter Spring | DOWN IN THE GARDEN! Mini-beasts Life cycles Plants | SEASIDE AND HOLIDAYS! Seaside Pirates/mermaids Summer |
| ENRICHMENT AND WOW MOMENTS | Harvest time Favourite things | Bonfire Night Christmas | Chinese New Year Pancake Day | Mothers' Day Easter | Planting seeds Growing | Fathers' Day Transition |
| POSSIBLE TEXTS TO EXPLORE | <ul style="list-style-type: none"> ➤ Happy in our skin ➤ My Mum is Fantastic ➤ My Dad is Brilliant | <ul style="list-style-type: none"> ➤ Goldilocks and the Three Bears ➤ Little Red Riding Hood ➤ Gingerbread Man ➤ Christmas Stories | <ul style="list-style-type: none"> ➤ Spot the Dog ➤ Some Dogs Do ➤ Dear Zoo ➤ Peppa's Chinese New Year | <ul style="list-style-type: none"> ➤ Three Billy Goats Gruff ➤ Three Little Pigs ➤ Duck in the Truck ➤ Rosie's Walk | <ul style="list-style-type: none"> ➤ The Very Hungry Caterpillar ➤ Japser's Beanstalk ➤ LuLu Loves Flowers | <ul style="list-style-type: none"> ➤ Smiley Shark ➤ Shark in the Park ➤ Hooray for Fish ➤ Pirate and Mermaid stories |
| TREASURY OF TEXTS | <ul style="list-style-type: none"> ➤ We're going on a bear hunt ➤ Little Rabbit Foo Foo ➤ Ten Little Fingers ➤ Peace at Last | <ul style="list-style-type: none"> ➤ Goldilocks and the Three Bears ➤ Owl Babies ➤ Brown Bear, Brown Bear ➤ Kipper's Birthday | <ul style="list-style-type: none"> ➤ Spot the Dog ➤ Some Dogs Do ➤ Dear Zoo | <ul style="list-style-type: none"> ➤ Three Billy Goats Gruff ➤ Three Little Pigs ➤ Duck in the Truck | <ul style="list-style-type: none"> ➤ Hungry Hen The Very Hungry Caterpillar ➤ Japser's Beanstalk | <ul style="list-style-type: none"> ➤ Walking Through The Jungle ➤ Peepo! ➤ Shark in the Park |
| NURSERY RHYMES AND SONGS | <ul style="list-style-type: none"> ➤ Twinkle twinkle ➤ Wind the bobbin ➤ Head, shoulders, knees and toes ➤ See the bunnies sleeping... | <ul style="list-style-type: none"> ➤ The Wheels on the Bus ➤ When Goldilocks went to the ... ➤ If you're happy and you know it | <ul style="list-style-type: none"> ➤ 5 Little monkeys ➤ 5 Speckled Frogs ➤ Humpty Dumpty ➤ Hickory Dickory Dock | <ul style="list-style-type: none"> ➤ Old McDonald Had a Farm ➤ 5 Little Ducks ➤ Baa baa black sheep | <ul style="list-style-type: none"> ➤ 5 Currant Buns ➤ Incy Wincy Spider ➤ Ring a ring a roses | <ul style="list-style-type: none"> ➤ Row, row, row your boat ➤ 1,2,3,4,5 once I ... ➤ Miss Polly had a dolly |

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| COMMUNICATION AND LANGUAGE (C & L) | <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | | | | | |
| | <p>Understand and act on longer sentences like make teddy jump or find your coat.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties when they are described e.g. 'blue car', 'shiny apple'</p> | <p>Start to listen to longer stories and remember some of what happens.</p> <p>Understand and use simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Start a conversation with adults and friends</p> | <p>Understand a question or instruction that has two parts</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'.</p> | <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Understand and use a wider range of vocabulary modelled through play and stories.</p> <p>Use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p> | <p>Enjoy listening to longer stories and can remember what happens in them.</p> <p>Understand a question with two parts.</p> <p>Understand 'why' questions.</p> <p>Focus on a chosen activity for at least ten minute</p> | <p>Have a conversation with an adult or friend and continue it for many turns.</p> <p>Be able to talk about thoughts even when they disagree and can discuss this using words and actions.</p> <p>Understand when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"</p> |

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| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED) | <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> | | | | | |
| | <p>Play with increasing confidence on their own and with other children because they know an adult is nearby.</p> <p>Starting to show effortful control - and be aware of rules/boundaries. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Notice and ask questions about differences, e.g. skin colour, types of hair, gender, special needs</p> | <p>Feels strong enough to express a range of emotions.</p> <p>Begin to manage feelings and talk about emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Develop friendships with other children.</p> | <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> | <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly begin to follow rules, understanding why they are important.</p> | <p>Be able to play in a group with friends, and make up ideas of things to do and games to play.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Start talking about their feelings in more elaborated ways: "I'm sad because ..." or I love it when ..."</p> <p>Talk with others to solve conflicts.</p> <p>Begin to understand how others might be feeling.</p> | <p>Understand how others might be feeling.</p> <p>Be responsible and be a confident part of my community.</p> <p>Learn and develop appropriate way of being assertive.</p> <p>Follow rules and know why they are important and follow without an adult reminding.</p> <p>Find solutions to quarrels and rivalries.</p> <p>Be ready for new experiences like</p> |

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| | and disabilities | | | | | starting school. |
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| PHYSICAL DEVELOPMENT | <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> | | | | | |
| FINE MOTOR Continuously check the process of children's pencil grip. Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities | Start to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Beginning to match their developing physical skills to tasks and activities in the setting. e.g. they decide whether to crawl, walk or run across a plank. Climb up apparatus, using alternate feet. | Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large muscle movements to wave flags and streamers, paint and make marks. | Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Begin to be increasingly independent in meeting their own care needs, e.g. using the toilet, washing their hands. Uses one-handed tools and equipment, for example, making snips in paper with scissors. | With support, collaborate with others to manage large items, e.g. moving a plank or large blocks safely. Start to develop a comfortable pencil grip. Develop fine motor skills, to use a range of tools, confidently and safely. Such as pencils, paintbrushes and scissors. Start taking part in group activities which they make up for themselves, or in | Is independent in meeting my own care needs, such as using the toilet, washing and drying my own hands. Continue to develop movement, balancing, riding and ball skills. Continue to work on fine motor skills to effectively use tools and writing equipment. Uses a comfortable grip with good control when holding pens and pencils. | Is independent and helps to get dressed. Makes healthy choices about food, drink, activity. Has an awareness of safety and manages own risks. Matches skills to tasks and activities. Work with others to manage large items. Effectively use one-handed equipment. Begins to write letters or marks that |
| GROSS MOTOR | | | | | | |

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| | | | Knows that print carries meaning and is read, in English, from left to right. | Knows that print carries meaning and is read, in English, from left to right. | Knows that print carries meaning and is read, in English, from left to right. | Knows that print carries meaning and is read, in English, from left to right. |
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| SOUND DISCRIMINATION | Develop their phonological awareness, so that they can: count or clap syllables in a word. | | spot and suggest rhymes Able to say lots of words that rhyme with a word like 'cat' | recognise words with the same initial sound, such as money and mother. | To be able to orally segment and blend CVC words | To be able to orally segment and blend CVC words |
| WRITING | Enjoy drawing freely. | Says what the marks, | Make marks on their | Use some of their | Uses some print and | To write some or all |

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| | | <p>shapes, letters and pictures that they make mean."That says mummy."</p> <p>Add some marks to their drawings, which they give meaning to.</p> | <p>picture to stand for their name.</p> | <p>print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page.</p> | <p>letter knowledge in early writing. For example: write 'm' for mummy</p> | <p>of their name. Begin to write some letter sounds accurately.</p> |
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| MATHEMATICS | <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> | | | | | |
| | Early Maths Exp / Number Rhymes Explores simple composition of number through number rhymes. Having numbers around the Nursery environment i.e. displays. Knows and sings a selection of number rhymes. | Numbers to 5 Verbally count reliably to 5 Shows 'finger numbers' to three. Shape Explores 2D and 3D shapes to create patterns/ as construction resources. Selects shapes | Numbers to 5 Verbally counts reliably to 5, and starting to count beyond 5. Starting to say one number for each item. | Numbers to 5 Say one number name for each item in order- 1, 2, 3. Subitises small amounts up to 3 objects. Links numeral and quantity to 3. | Numbers to 5 Say one number name for each item in order- 1, 2, 3, 4, 5. Verbally rote count to 10 Shape Talks about and explore 2D and 3D shapes using informal and mathematical language i.e. | Numbers to 5 and beyond Shows 'finger numbers' up to 5. Links numeral and quantity to 5. Verbally rote counts to 10. Experiments with own symbols and numerals. Compares quantities by using the terms 'more than', 'less than' |

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| | <p>Practise counting to 5.</p> <p>Measure Compare sizes, weights etc. using gesture and language e.g. 'bigger, little, smaller, high, low, tall and heavy.'</p> <p>Patterns Notices patterns and arranges things in patterns.</p> | <p>appropriately i.e. triangular prism for a roof.</p> <p>Combines shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Patterns Days of the week, seasons Sequences daily events</p> | <p>('cardinal principle')</p> <p>Patterns Talks about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> | <p>for example, "The bag is under the table" - with no pointing.</p> <p>Describes a familiar route.</p> <p>Discusses routes and locations, using words like 'in front of' and 'behind'.</p> <p>Patterns Begin to describe a sequence of events (real or fictional) using words such as first, then etc...</p> | <p>sides/corners.</p> <p>Patterns Extend and create simple 'ABAB' patterns.</p> <p>Spotting and exploring errors in repeating patterns.</p> | <p>and 'the same'.</p> <p>Measure Makes comparisons between objects relating to size, length, weight and capacity.</p> |
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| UNDERSTANDING THE WORLD | Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | | |
| GEOGRAPHY & SCIENCE LINKS | Explore and respond to different natural | Use all their senses in hands-on | Talk about what they see, using a wide | Use all their senses in hands-on | Plant seeds and care for growing plants. | Knows that there are different countries in |

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| | <p>phenomena in their setting</p> | <p>exploration of natural materials.</p> <p>Talk about the differences between different materials and changes they notice.</p> <p>Explore collections of materials with similar and/or different properties.</p> | <p>vocabulary.</p> <p>Talk about the differences between different materials and changes they notice.</p> | <p>exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Begin to understand the key features of the life cycle of an animal.</p> <p>Show interest in different occupations.</p> | <p>Begin to understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> | <p>the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore how things work.</p> <p>Explore and talk about forces they can feel.</p> |
| HISTORY & RE LINKS | <p>Make connections between the features of their family and other families.</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Notice differences between people.</p> | | <p>Continue to develop positive attitudes about the differences between people.</p> | | | |
| VOCABULARY | <p>Head, face, eyes, nose, mouth, ears, fingers, arms, legs,</p> | <p>Seasons, winter, cold, hot,</p> | | | <p>Tree, leaf, flower, plant, seed, stem, creatures, bugs, living</p> | |

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| | toes Days of the week, weather, sunny, raining, | | | | things, life cycles | |
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| EXPRESSIVE ARTS AND DESIGN | <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> | | | | | |
| IMAGINATIVE PLAY | Plays with familiar resources Participates in small world play related to rhymes and stories. Starts to develop play, pretending that one object represents another. | Uses own experiences to develop storylines. Begins to develop complex stories using small world equipment like animal sets, dolls and houses, etc. | Creates imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. | | | |
| ART LINKS | Recognise some colours and uses with thick brushes to paint. Uses glue sticks independently and glue spatulas with support. Explores, manipulates and plays with different materials in the craft and playdough area. | Draws potato people (no neck or body). Draws simple things from memory i.e. cat. Paints using a variety of resources e.g. sponge, rollers and forks. Add texture (collage). | Print and paint with other mediums. Draw things that they observe. Draws with increasing complexity and detail, e.g. representing a face with a circle Mix paint together, names colours and begin to talk about the different shades e.g. light | | | |

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| | | Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists) | and dark. |
| | Pencil, crayon, paint, paint brush, roller, sponge, dabber, scraper, chalk, felt tip, thick, thin, wavy, straight, line, draw, picture, painting, colour, colour names, shade, light, dark, texture, sparkle, apron, mark making, playdough, rolling pin, shape cutters, tools, roll, squeeze, pinch, poke, glue, glue stick, glue spreader, scissors, cellotape, making tape, join | | |
| MUSIC LINKS | Responds to music verbally and uses movement and actions for songs. Sings in a group and tries to keep in time. Builds up a repertoire of nursery rhymes. | Talks about how music makes them feel. Sings a selection of nursery rhymes. Names a variety of instruments and plays a simple beat and with increasing control. | Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sings the pitch of a tone sung by another person ('pitch match'). |
| VOCABULARY | Shake, tap, beat, rhythm, loud, quiet, fast slow, drum, bells, triangle, symbol, tambourine, maracas, sing, talk, body percussion, listen, play, music | | |