

## Nursery long term overview 2025-26

| Term                                    | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|---|--|---|--|--|---|---|
| <b>Topic</b>                            | <b>One two buckle my shoe<br/>PSED</b>   | <b>Twinkle, Twinkle, Little Star<br/>UtW/PSED/EAD</b>   | <b>Tales as old as time<br/>Literacy</b>   | <b>When the sun goes down<br/>UtW (Science EAD</b>   | <b>How does your garden grow?<br/>UtW (Science)</b>   | <b>Around the world in 30 days<br/>UtW (Geography)</b>  |
| <b>Key Texts</b>                        | Nursery rhymes eg<br>Miss Polly had a dolly<br>Humpty Dumpty<br>Incey Wincey Spider<br>Hickory Dickory Dock<br>I'm a little teapot | The colour monster<br>Pete the cat<br>Mixed<br>Non-fiction- Mix it up<br>Little people, big dreams-<br>David Bowie<br>Stardust      | Traditional tales-<br>The three billy goats<br>Goldilocks<br>The three little pigs<br>The little red hen<br>The gingerbread man        | N/F – hedgehogs, bats<br>Fiction- owl babies, The owl who was afraid of the dark, Daft bat, Rufus the bat who loved colours                                | N/F texts – Seed to plant, Nature's tiny miracle<br>Fiction- Little sunflower<br>Sam plants a sunflower   | N/F texts- My first book of London, The big book of the world, Introducing Australia, France for kids, Where on Earth books                   |
| <b>Celebrations/<br/>Special events</b> | Wear red<br>European day of Languages  | Halloween<br>Bonfire Night<br>Remembrance Day<br>Anti-bullying week<br>Children in Need<br>Christmas jumper day<br>Christmas        | Winnie the Pooh day<br>Book week<br>Valentine's Day  | Easter<br>Science week<br>Mother's Day<br>Comic Relief<br>Wear a hat day   | Wellbeing week  | Father's Day<br>Sports day  |
| <b>PSED</b>                             | Say goodbye to parents/carers<br>Join in with adult led activities<br>Hang coat on peg   | Tidy up after ourselves<br>Follow nursery routines<br>Understand boundaries<br>Explore feelings through play- express yourself!     | Choose what to play with<br>Talk about our feelings through play<br>Follow nursery rules   | Play on own and with others, extending ideas<br>Show understanding that other children have feelings   | Understand why rules are important.<br>Understand how other children are feeling.<br>Understand they may have different or the same choices as others | Talk about own feelings and the feelings of others.<br>Be more assertive.<br>Be more confident with changes/ transition into Reception        |
| <b>Communication &amp; Language</b>     | Use new vocabulary<br>Join in with nursery rhymes<br>Talk about familiar books   | Listen to simple stories.<br>Build vocabulary.<br>Continue a conversation with an adult or child.                                   | Listen to longer stories.<br>Recall main parts of a story.<br>Use newly learned vocabulary.<br>Understand instructions with two parts. | Take turns in conversation.<br>Share their learning during group time.<br>Use wider range of vocabulary<br>Pay attention to more than one thing at a time. | Use a wider range of vocabulary.<br>Develop their pronunciation and communication skills  | Express a point of view using words and actions.<br>Understand how to listen carefully<br>Talk about our feelings as we prepare for Reception |
| <b>Physical Development</b>             | Develop core strength<br>Build with large construction   | Develop cutting skills using whole hand<br>Use vertical movements to paint and make marks<br>Show some balance on outdoor equipment | Be independent in self-care<br>Develop finger strength<br>Put coat on independently  | Make choices about what to do<br>Use large and small motor skills to complete a task independently.  | Show preference for a dominant hand.<br>Choose resources to carry out their own plans<br>Use a range of large and small apparatus alone               | Developing a good pencil grip<br>Use a range of tools safely.<br>Copy sequences and patterns of movement in                                   |

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|                                | Follow sequences and patterns of movement in nursery rhymes   |   | Work with other children to develop play   | Choose resources to complete their own plans.  | and with others- indoors and outdoors   | time with songs from around the world   |
| <b>Literacy/ Phonics (ELS)</b> | Join in with nursery rhymes<br>Begin to spot some rhymes<br>Make some marks<br>Develop our awareness of sounds in the environment | Share books with an adult<br>Make marks and give meaning to them<br>Make sounds with instruments<br>Add sounds to stories   | Retell a story using story sacks, role play and small world<br>Talk about stories<br>Make marks to stand for own name.<br>Rhyme and rhythm - syllables | Copy name<br>Learn the parts of a non-fiction text<br>Recognise words with the same initial sound<br>Begin to hear sounds in words | Write some letters in response to a sound.<br>Write some of own name<br>Recognise print has meaning   | Write all of own name<br>Write some letters accurately<br>Read some letters   |
| <b>Maths (White Rose)</b>      | Compare amounts<br>Hear and say number names<br>Explore/build with shapes<br>Patterns   | Begin to order numbers<br>Explore position/ space<br>Numbers 1,2,3  | Begin to count objects by moving/touching them<br>Recognise size<br>Describe position  | Count objects and actions up to 5<br>Link numerals to amounts<br>Cardinal number   | Count beyond 10<br>Compare quantities<br>Make marks to stand for numerals<br>Count objects and sounds beyond 5  | Describe and name shapes<br>Patterns in the environment e.g Peruvian print  |
| <b>UtW</b>                     | Use their senses to explore the environment<br>Explore how things work  | Celebrate the seasonal festivals<br>Talk about own experiences/ traditions in their family<br>Begin to know that there are differences in how we celebrate Christmas. | Share family photos<br>Explore textures and materials<br>Talk about the characters in the stories  | How to care for the environment<br>Talk about what they see<br>Nocturnal animals   | Learn the life cycle of a sunflower<br>Begin to understand the importance of bees to our world.<br>Plant a sunflower seed and care for it                               | Respect and care for the natural environment<br>Celebrate the differences between people<br>Find out about other countries- London, Paris, Peru<br>Describe what they see, hear and feel when outside |
| <b>EAD</b>                     | Join in with nursery rhymes<br>Draw lines and shapes<br>Take part in simple pretend play<br>Play with familiar small world        | Name/ mix primary colours<br>Learn/ sing Xmas songs<br>Explore instruments<br>Express ideas/feelings through instruments and songs.<br>David Bowie songs              | Play instruments in different ways<br>Explore textures<br>Join materials   | Use own ideas and make choices in their play.<br>Develop observational skills  | Begin to make up complex stories with small world toys<br>Make imaginative small worlds with construction.<br>Create artwork to represent sunflowers like Pablo Picasso | Use skills and imagination to create models of buildings from around the world<br>Explore instruments from around the world   |