

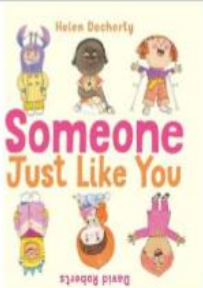
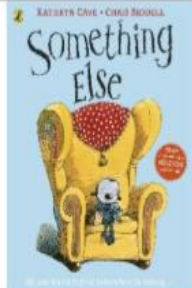
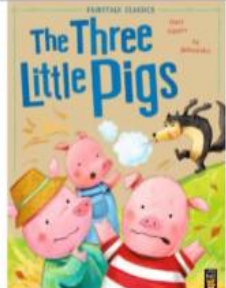
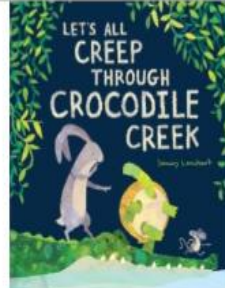
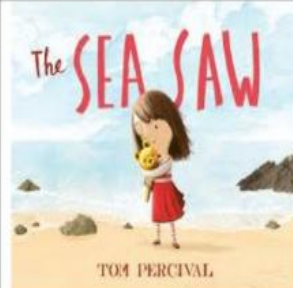
Nursery 2025– 2026 Long Term Overview.

Term	Autumn	Spring	Summer
	What makes me special?	Where can stories take us?	How is our world wonderful?
Seasonal Change : to run throughout the year – to include first hand experiences within the outdoor environment.			
Festivals & Celebrations - to cover celebrations important and relevant to cohort throughout the year.			
PSED focus			
PSED	PSED : • Building relationships with staff and peers • Learn to manage emotions with support – self regulation • Look after our bodies and teeth. • Develop sense of community • Start to play alongside and with others. • To start to recognise own feelings.	PSED • Becoming more independent. Selecting own resources. • Fostering established relationships and new ones. • With support become more independent and more willing to resolve disagreements and share with others. • Become more confident to Speak to adults about their wants, needs and feelings.	PSED • Operate independently in environment, asking for help when needed. • Fostering established relationships and new ones. Play in a group, negotiating, sharing, listening to others. • Show empathy and understanding towards feelings of others. • Becoming more independent at resolving disagreements and sharing/ taking turns independently. • Articulate their feelings verbally.

	• Start to become familiar with routines and environment. Hygiene- with support start to manage washing hands, toileting. Covering hands when coughing. Use of tissues to wipe noses. Healthy foods- link to snack time/ Harvest- fruit and vegetables	• Show more confidence in new situations. • Independent in using toilet, washing hands, sorting belongings, putting on coat etc. Hygiene/ healthy practices continued from Autumn term- include physical exercise, sleep.	• Speak to adults about their wants and needs. Make healthy choices. Independent with personal hygiene.
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C&L	<u>Communication & Language :</u> • Start to build up new vocabulary • Start to give and maintain eye contact for short periods. • To listen for short periods. • To show interest in stories, rhymes, role play. To join in actions or vocalisations. • To communicate through gesture, eye contact, pointing, body signals and words. • To use language in familiar role play. Early Communication Screening - Baseline	<u>Communication & Language:</u> • Listens to stories & can recall main events • Talk about familiar books and retell main parts. • Use Imagination in small world and role play. • Pay attention to more than one thing at a time. • Use a wider vocabulary. • Understand questions/ instructions with 2 parts. • Start to ask simple questions. • Engage in 2 way conversations- back and forth interactions.	<u>Communication & Language:</u> • Listen to longer stories and retell main events. • Know many rhymes and tell longer stories. • Use longer sentences. • Engage in longer conversations, expressing a simple point of view. • Use talk to organise. • Stay on topic during conversations. • Continue to build and use a rich range of vocabulary.
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LITERACY	<u>Literacy.</u> • Enjoy drawing freely. • Give meaning to their marks “That is my Mummy” • Has some favourite books and rhymes. • Repeats familiar words and phrases from familiar stories. • Engage in role play around favourite stories. • Start to develop phonological awareness- phase 1 phonics.	<u>Literacy:</u> • Comprehension of stories- retell main parts, engage in role play. • Learn new vocabulary from stories • Understand concepts about print • Emergent writing- add marks to drawings. • May start to record letter like shapes and forms. • Notice some print e.g. letters from own name. • Make marks to stand for own name. May write some letters in name. • Continue to develop phonological awareness. Phase 1	<u>Literacy.</u> • Understand print has meaning. • Write some or all of their name. • Engage in conversation about stories, giving reasons/ opinions/ make simple predictions. • Continue to develop phonological awareness. May start to use this awareness when reading / emergent writing. • Write emergently, may record familiar letters or initial sounds.
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Long Term Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Understanding the World	<u>UW: The Natural World</u> - Explore materials/collections using senses. - Make simple observations of the world around them and changes that occur- seasonal change.		<u>UW: The Natural World</u> - Seasonal Change – use senses , talk about what they see, making observations. - Show care and respect for natural environment and living things. - Contrasting Environments – Understand there are different countries in the world and notice differences. - Changing states – water/ice, making simple observations.		<u>UW : The Natural World</u> - Growing plants - Life Cycles – plants & animals - Care for the environment/ living things - Explore forces around them/ how things work - Compare different parts of the world – eg hot countries in comparison to cold places. - Share experiences of holidays to different countries. - Explore animals & their habitats - Seasonal Change – Summer – use senses, talk about what they see, making observations.	
	<u>UW : Past & Present</u> - Begin to make sense of own life story & family history. - Talk about events and experiences personal to them and their family.					

	- To start to understand young and old in relation to family members. <u>UW : People ,Culture & Communities:</u> - Recognise differences & similarities between each other - Know about their home & immediate locality - Talk about families- are they the same or different? Festivals and celebrations UW : Past & Present : Understand the past through stories/ events in books: eg Nativity story People, Culture & Communities: Know that people celebrate special times in different ways. Observe similarities and differences. Harvest – September Halloween 31st Oct Diwali Bonfire night 5th Nov	<u>UW : Past & Present</u> - Begin to make sense of own life story & family history. - Talk about events and experiences personal to them and their family. - To start to understand young and old in relation to family members. Talk about the lives of people / roles in society : Comparison of times past. Mother's Day <u>UW : People ,Culture & Communities:</u> - Show interest in different occupations and how people help us. - Share experiences of special times- Birthdays, family celebrations, holidays. - Show respect towards others and their way of life.	<u>UW : Past & Present</u> - Begin to make sense of own life story & family history. - Talk about events and experiences personal to them and their family. - To start to understand young and old in relation to family members. Talk about the lives of people / roles in society : - Comparison of times past. Start to understand now and a long time ago in relation to familiar experiences/ knowledge. Father's Day <u>UW : People ,Culture & Communities:</u> - Show interest in different occupations and how people help us. - Share experiences of special times- Birthdays, family celebrations, holidays. - Continue to develop positive attitudes towards all people, faiths and customs and ways of life. - Celebrate similarities and differences.
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	Remembrance 11th Nov Christmas 25th Dec	Festivals and celebrations UW : Past & Present : Understand the past through stories/ events in books: eg Chinese New year Story People, Culture & Communities: Know that people celebrate special times in different ways Observe similarities and differences. Birthdays Chinese New Year – January Mother’s day March Easter Ramadan Eid-	Festivals and celebrations UW : Past & Present : Understand the past through stories/ events in books People,Culture & Communities: Know that people celebrate special times in different ways. Observe similarities and differences. Father’s day
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Physical Development	PLEASE SEE PHYSICAL ASSESSMENT TRACKER FOR MORE DETAIL/SKILLS DEVELOPMENT. Gross motor Skills - Development of Core strength, stability, spatial awareness, co-ordination Large apparatus – climbing & using steps Balancing & riding bikes/ scooters Large Muscle movements Group activities /Team games/ parachute play Develop strength , co ordination, balance & agility		Fine Motor – hand-eye co ordination Small scale skills- Use of tools pencil grip, One handed equipment Cutting Skills Use of knife and fork Preference for dominant hand Personal independence – coats/ hats/shoes. Meet care needs – using toilet/ washing hands Healthy lifestyles - Dental care
Expressive Arts and Design	SKILLS Explore resources provided. Mix colours of paint and explore. Paint with hands/ fingers and a variety of tools but may not yet choose for a purpose. Make marks on paper using paint, pencils, crayons etc- may be no intention yet just happy to make marks. Explore cutting and sticking but work is random, less controlled.	SKILLS May experiment with mixing colours- interested in the colours they make. Paint and draw with a purpose in mind. Show and pay more attention to shape, colour and form. Show more control and developing skills when using tools- brushes, scrapers, drawing tools. Show more skill when handling collage materials- smaller resources.	SKILLS Children use paint and tools in a variety of ways to create different effects or textures. E,g use a brush to dab as well as create lines. Choose own tools and resources with a purpose in mind. Select appropriate tools for the purpose e.g selects a fine brush for small marks. Show more attention to shape, form, colour and adds detail to their work. Work is recognisable.

Maths White Rose (see scheme)	<u>Autumn 1 :</u> SSM1 Explore and Build with Shapes and Objects Counting 1 : Hear and say number names Comparison 1: More than, fewer than, same <u>Autumn 2 :</u> Pattern 1 – Explore repeats Subitizing 1: I see 1,2,3 Counting 2 : Begin to order number names Subitizing 2: Show me 1,2,3	<u>Spring 1:</u> Pattern 2 : Join in with repeats SSM2 : Explore position and space Comparison 2 : Compare and sort collections Comparision 3 : Match , sort and compare <u>Spring 2 :</u> Counting 3 : Move and Label 1,2,3 Subitizing 3 : Talk about dots SSM3 : Explore position and routes Pattern 3 : Explore patterns	<u>Summer 1 :</u> Counting 4 : Take and give 1,2,3 Subitizing 4 : Make Games and Actions SSM4 : Match, Talk, Push and Pull Pattern 4 : Lead on own repeats Pattern 5 : Making patterns together <u>Summer 2 :</u> Counting 5 : Show me 5 SSM 5: Start to puzzle Counting 6 : Stop at 1,2,3,4,5 Pattern 6 : My own pattern
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