



EYFS Long Term Overview – Nursery



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Question	I wonder what makes me marvellous? 	I wonder what people celebrate?	I wonder what's out there? 	I wonder how things change over time?	I wonder who helps us? 	I wonder where to go next?
Termly coverage <i>*Main Themes – But not limited to and may change or be replaced depending on children's interests.</i>	<u>Who am I?</u> Naming body parts. Things that make me special. Likes and dislikes. Making new friends. Sharing and being kind. <u>Where do I live?</u> My family My community My school	<u>What is a celebration?</u> RE links <u>How do people celebrate?</u> Traditions Food Clothing Decorations 	<u>Where do the animals live?</u> The Earth, land and sea. Weather. Animals on Earth. Cold and hot climates.	<u>What grows?</u> Animals – frogs Plants - sunflowers <u>What changes?</u> Animal babies and mums. Changes around us. 	<u>What jobs do they do?</u> Doctors Builders. <u>How do they help us?</u> Different occupations and their roles.	<u>Where can we go?</u> Holidays Transport/ journeys. <u>Where is my next class?</u> New teacher/classroom New playground Additional transition info as needed.
Seasonal themes	Autumn Harvest 	Anti-Bullying Children in Need Halloween Remembrance Day Bonfire night Diwali	Winter Chinese New Year St Valentine's Day	Spring Mothering Sunday St Patrick's Day Pancake day	Summer St Georges day	Sports Day Father's day 
Experiences	Autumn walks Forest School	Sparklers Henna Christmas Santa trip Walk to post a letter Christmas craft parent session Nativity performance	Chinese dragon Valentines craft parent session 	Pancake making Easter bonnet parade Mothers' day crafts Church visit Grandparents visit	Community walk to make a purchase Life bus Fire service visit Police visit	Summer Walk End of year trip Seaside experience day
Focus fiction text – Literacy based on T4W	Nursery rhymes 	Brown Bear, Brown Bear, what do you see? Dear Santa	Dear Zoo	Billy Goats Gruff	Three little pigs	The Train Ride 
Non Fiction focus - Literacy based on T4W			NCR Penguins	Recount – Lifecycle of a Frog Instructions – How to Grow a Sunflower	NCR Doctors	Recount of a journey linked to transport



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Nursery Rhymes	Wind the bobbin up Finger family I'm a little teapot Head, shoulders, knees & toes Autumn leaves are falling	Incy, Wincy, Spider Little Miss Muffet London's burning Friendship song – I love you Jingle bells Nativity songs	Sleeping bunnies Old MacDonald 5 Little Monkeys Swinging in a Tree Sleeping (Jungle Animals) 1,2,3,4,5	Tiny caterpillar on a leaf 5 Little Ducks Little green frog Mary had a little lamb Wiggly woo 	Miss Polly Had a Dolly Humpty Dumpty Pat a Cake I'm going to build a house	Wheels on the bus Row, row, row your boat A sailor went to sea, sea, sea Down at the station We are driving in our car
Communication and Language	Turn towards familiar sounds and make eye contact. Copy adults and take 'turns' in conversations. Enjoy singing, music and toys that make sounds. Listen and respond to a simple instruction. Make sounds to get attention in different ways and use gestures to communicate. Use single words during play. Understand single words in context. Understand simple instructions like Recognise and point to objects if asked about them.	Focus on an activity of their own choice. Listen to other people's talk with interest. Make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversations. Develop pretend play. Begin to use multi-syllabic words such as 'banana' and 'computer'. 	Listen to simple stories use the pictures to understand what is happening. Begin to identify familiar objects when described. Understand and act on longer sentences. Understand simple questions about 'who', 'what' and 'where'.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as 'who', 'what' and 'where'. Understand 'why' questions, like.	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication skills, pronunciation of words and use longer sentences of four to six words. 	Be able to express a point of view and to debate using words as well as actions. Start a conversation with an adult or a friend and continue it. Use talk to organise themselves and their play. Use newly learnt vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them.
Oracy	Learn new vocabulary Use new vocabulary through the day Learn rhymes, poems, and songs. Consistently use sentence stems as outlined in the School's Oracy progression.					
Personal, Social and Emotional Development	Find ways to calm themselves and accept comfort from a key person. Establish a sense of self. Express preferences and decisions, trying new things and starting to establish their autonomy. Engage with others through gestures, gaze and talk. Using that engagement to achieve a goal. Find ways of managing transitions, for example from their parent to their key person. Learn to use the toilet with help, and then independently 	Thrive as they develop self-assurance. Play with increasing confidence on their own and with other children. Feel confident when taken out and around new places. Feel strong enough to express a range of emotions. Grow in independence, rejecting help. Begin to show 'effortful control', waiting for a turn.	Be increasingly able to talk about and manage their emotions. Select and use activities and resources, with help when needed. Develop friendships with other children.	Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.	Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs. Make healthy choices about food, drink, activity and toothbrushing. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.

Physical Development Fine motor skills Gross motor skills	Enjoy exploring one handed tools and equipment. Use different tools to explore mark making. 	Explore finger strengthening activities to develop fine motor skills e.g. dough gym. Use one-handed tools and equipment, for example attempting to snip in paper with scissors. Turns pages in a book	Develop my pencil grip and pencil control. Show a preference for a dominant hand. Attempt to do things independently such as managing buttons, zips, and pouring drinks.	Hold scissors in one hand and make snips in paper Develop manipulation and control in fine motor activities. Explore different materials and tools. 	Develop wrist and finger muscles to support early mark making. To develop shoulder and elbow muscles to support early mark making To draw lines and circles. To begin to use a comfortable, tripod grip with some control when holding & using pens & pencils. 	Hold scissors correctly and snip along a page To use a comfortable, tripod grip with more control when holding & using pens & pencils.
	Gain control over their whole body movements. Explore and fit themselves into spaces such as tunnels and dens. Develop their balancing skills Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks.	Skip, hop, stand on one leg and hold a pose. Walk, run, jump and climb, starting to use the stairs independently. Start to kick, throw and catch balls. Build independently with a range of appropriate resources.	Spin, roll and independently use ropes and swings. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 	Develop ball skills including rolling, throwing, catching, passing and aiming. Choose the right resources to carry out their own plan. Collaborate with others to manage large items	Explore different ways of moving including hopping, skipping, jumping and marching.	Listen and follow simple instructions Begin to negotiate space Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Literacy Phonics Little Wandle Foundations Rhyme Time		Tuning into sounds: s a t p i n 	Tuning into sounds: m d g o c k e	Tuning into sounds: u r h b f l j 	Tuning into sounds: v w y z q u c h	Tuning into sounds: c k x s h t h n g n k 
	Wind the Bobbin Up Twinkle, Twinkle Little Star	Round and Round the Garden Ring a Ring a Roses	1,2,3,4,5 A sailor went to Sea, Sea, Sea, Row, Row, Row your Boat	Mary, Mary Quite Contrary Pat a cake Wind the Bobbin Up	Miss Polly had a Dolly Jack and Jill Humpty Dumpty	Down at the station The wheels on the bus The Grand Old Duke of York
Mathematics	Join in with number rhymes React to changes in amount up to 3 Counting in order to 5 Noticing patterns in pictures e.g. stripes, spots. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Compare quantities using language: 'more than', 'fewer than'.	Reciting numbers in order beyond 5 Recognition to 3 1-1 counting to 3 Learning to point when we count Recognise 1 quickly Explore 2D shapes and use informal mathematic language. Start to use vocabulary to describe when things might happen.	Counting in order to 10 and beyond 1-1 counting to 5 Recognition to 5 Showing numbers on our fingers to 5 Subitising to 2 Explore 2D shapes and use informal mathematic language. Understand some positional language through words alone.	Solve problems with number to 3 Subitise to 3 Extend a pattern that has been made. Begin to make comparisons between quantities who has more and who has fewer I can start to talk about upcoming events Discuss routes and locations, using words like 'in front of' and 'behind'.	Solve problems with numbers up to 5. Match number and quantity accurately to 5 Begin to make own patterns and spot errors Describe a familiar route Compare quantities using the vocabulary of same, less, more (with small amounts) - Explore 3D shapes and use informal mathematical language. 	Solve problems with numbers up to 5. Compare quantities of number using language more than fewer than. Experiment with symbols and marks including numerals. Identifying which set has more, less, fewer (and use the language).



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Understanding the World overview	Repeat actions that have an effect Explore natural materials, indoors and outside. Notice differences between people. Name people who are familiar to them. 	Make connections between the features of their family and other families. Use all their senses in hands-on exploration of natural materials.	Talk about what they see, using a wide vocabulary. Explore and respond to different natural phenomena in their setting and on trips. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Begin to make sense of their own life-story and family's history.	Show interest in different occupations. Explore how things work. Explore materials with similar and/or different properties. Talk about the differences between materials and changes they notice.	Continue developing positive attitudes about the differences between people. Explore and talk about different forces they can feel. 
UTW - History linked aspects	Photos from home babies and growing.	Growing linked to family tree.	Dinosaurs (animals from the past)	Family history (grandparent's day)	Florence nightingale	Timeline of our year
UTW - Science linked aspects	Autumn walk – noticing signs of Autumn in the environment. Seasonal change through Forest School sessions over the year. Naming our body parts 	Seasonal change through Forest School sessions over the year. Animal babies/mums. Changing state chocolate – solid to liquid.	Seasonal change through Forest School sessions over the year. Winter with a focus on ice the weather. Changing state water – Liquid to ice and reverse Floating and sinking 	Seasonal change through Forest School sessions over the year. Spring and the changing trees. Life cycle of a frog planting sunflowers	Seasonal change through Forest School sessions over the year. Summer and the changing trees. Refuse – materials (paper and not paper) 	Seasonal change through Forest School sessions over the year.
UTW - Geography linked aspects	Similarities and differences in people and at home.		Recognise some environments that are different to the one in which they live. The world – Life in Antarctica, Land and Sea.		Community walk- maps. Draw information from a simple map. What is a map? Why do we use a map?	Transport – land, sea, air.
RE Links Agreed syllabus	Unit 1 Me and my senses	Unit 2 Special Times	Unit 3 Special Objects	Unit 4 Beautiful World	Unit 5 Special Places	Unit 6 Special Words
Festivals/ celebrations	Harvest	Diwali Advent/Christmas		Easter Eid Church visit		
Expressive Arts and Design	Pay attention and respond to sounds emotionally and physically. Move and dance to music. Explore their voice by joining in with sounds. Explore and make marks using my fingers, brushes and other tools. Explore and investigate different materials.	Explore making sounds with instruments. Explore and take part in action rhymes. Start to develop pretend play, pretending that one object represents another. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Make rhythmical and repetitive sounds. Use their imagination when playing with small world sets developing complex stories. Develop ideas deciding which materials they need to use to express them.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Join materials together and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Remember and sing entire songs. Explore colour mixing. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.



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		Make simple models to express their ideas.	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Explore using different colours.		Play instruments with increasing control to express their feelings and ideas. Use drawing to represent ideas like movement or loud noises.
Art linked aspects	Self-portraits / portraits of friends & family. Children are supported in making things they want to create Children are taught to use a variety of resources to create their own masterpiece. Children to begin to make simple representational drawings of themselves.	Fireworks pictures Children will create firework-based pictures to represent movement and noise.	Sculpt a penguin Children will learn to sculpt using wet sand and playdough to make simple representations.	Sunflowers - Van Gough Children will be offered pictures of objects, real objects, photographs & examples of artwork to inspire & to help pupils.	Explore colour mixing Children will explore colour and colour mixing. They will learn how to mix the 3 primary colours. Children will begin to represent emotions when mark making.	Design a vehicle. Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. Children to explore a variety of materials and choose which they want to use.
DT linked aspects Cooking	<u>Sticking with prit-stick</u> Pupils will be taught to stick materials together with a prit-stick  Milkshake	<u>Sticking with PVA glue</u> Pupils will be taught how to join materials together using PVA wet glue. Sparklers	<u>Sticking with masking tape</u> Pupils will be taught to use masking tape and how to stick something onto a piece of paper using it.  Spreading pancakes	<u>Sticking with scellotape</u> Pupils will be taught to use scellotape and its difference with masking tape and how to stick something together using it. Easter nests	<u>Hole punch and treasury tag</u> Pupils will be taught to use a hole punch and treasury tag to join two pieces of paper together. Jam tarts	<u>Review</u> Pupils will be given the opportunity to use all taught joining mediums to choose which one will be best for their creations.  Ice lollies
Music linked aspects	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes	Leicester Music Hub scheme See Teacher share for planning. See Nursery Rhymes
ICT linked aspects	*Although ICT is no longer part out our EYFS curriculum, we will still be ensuring access to ICT related equipment and teaching basic skills. Throughout the year the children will also have experiences using ICT equipment: Beebots, remote controlled toys, iPads, laptops, large IWB screens, microphones and talking tins. This list is not exclusive.					