

Nursery Long Term Overview – 2026/27

Area of Learning	Autumn 1 7 Weeks		Autumn 2 7 Weeks		Spring 1 6 Weeks		Spring 2 6 Weeks		Summer 1 6 Weeks		Summer 2 7 Weeks	
Catholic Teaching	Incredible me God's creation		Sparkles & Celebrations We are one		Li We all matter		Fairness		Rights and responsibilities		Justice and power	
	Toddlers	Pre-school	Toddlers	Pre-school	Toddlers	Pre-school	Toddlers	Pre-school	Toddlers	Pre-school	Toddlers	Pre-school
Themes/Interests/Lines of Enquiry	All About Me (History & Science) Noah's Ark and Animals Natural environment (Geography) Internet Safety (IT)	All About Me (History & Science) Noah's Ark and Animals Recycling (Climate) Natural environment (Geography) Internet Safety (IT)	Family Growing up – Generations. Healthy Bodies (Science) Diwali 08/11/2026 Bonfire Night St Andrew's Day 30/11/26 Christmas Internet Safety (IT)	Family Growing up – Generations. Healthy Bodies (Science) Bonfire Night Remembrance St Andrew's Day Diwali 08/11/2026 Christmas Internet Safety (IT)	Valentines Chinese New Year People Who Help Us (History) Shrove Tuesday Internet Safety (IT)	Valentines Chinese New Year People Who Help Us (History) Shrove Tuesday Local Area / Maps (Geography) Forces (Science) Internet Safety (IT)	Aspirations Week Occupations Easter World Book Day Mother's Day St David's 5-14 March Science Week Internet Safety (IT)	Aspirations Week Occupations Easter World Book Day St David's Day Mother's Day Life cycle of a plant (Science) Internet Safety (IT)	Farm Pets St George's Day Internet Safety (IT)	Life Cycles – Frog, caterpillar (Science) Farm Pets St George's Day School transitions Countries (Geography) Internet Safety (IT)	June Sports Week Father's Day Superheroes St Peter & Paul's Feast Day Internet Safety (IT)	June Sports Week Father's Day School transitions Superheroes Explore how things work (Science) St Peter & Paul's Feast Day Internet Safety (IT)
My Happy Minds	meet your brain			celebrate	appreciate			relate	Engage			revisit
Real PE	Static Balance: Pirate Jungle			Static Balance: Cat Tight rope	Dynamic Balance: Train Space			Dynamic Balance: Seaside Coordination: Juggling	Coordination: Clown Bike			Agility: Squirrel Fairy tale
Core Texts / Theme Books	Each Peach Pear Plum by Janet & Allan Ahlberg ((b)) The Gruffalo by Julia Donaldson (P) Pip and posy New friends–Axel Sheffler (T) Making New Friends – Igloo books All About my Friends A Squash and a Squeeze Julie Donaldson (P) Wow said the Owl Tim Hopgood (b) Brown Bear		Funnybones by Janet and Allan Ahlberg Guess How Much I Love you by Sam McBratney Meg and Mog by Helen Nicoll Peace at Last by Jill Murphy There was an old Lady who Swallowed a Fly by Pam Adams They all saw a cat by Brendan Wenzel Room on the Broom Julia Donaldson (p)		Little Rabbit Foo Foo by Michael Rosen Rosie's Walk by Pat Hutchins The Tiger Who Came to Tea by Judith Kerr We are all equal- P Crumble (SLS) Handa's Surprise You Choose your dreams by Nick Sharratt. Mr Wolf's pancake		Not Now, Bernard by David McKee There's a Monster in your book by Tom Fletcher The smartest giant in town Julia Donaldson I'm (almost) always kind- I'm not me by Anne Milbourne Giraffes Can't Dance Guy Parker-Reed The Gruffalo's Child Julia Donaldson		Happy Hatch Day Tadpoles Promise The Very Hungry Caterpillar By Eric Carle Jack and the beanstalk Barry the fish with fingers Oi Frog by Kes Gray Dear Zoo by Rod Campbell Owl Babies by Martain Waddell Shark in the Park We are going on a bear hunt by Michael Rosen		You choose-Nick Sharrat. Dinosaurs Love Underpants This Old Man Mixed up Fairy tales Ten Little Superheroes Going to School Anne Civardi Starting School Janet & Allan Ahlberg Year R social story	
Books in the environment	Noah's ark books God's Creation books Natural environment Let's Recycle and other books Two Places to Call Home - Jess Rose (environment)		Christmas books Remembrance book Diwali Family books Look inside your body Louie Stowell Non-fiction books about the body		Chinese New Year Local Area/Maps People who help us		Easter plant books Science forces Occupations		Life cycle books		School Transition engineer/mechanical books	

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Traditional Tales	Beauty and the Beast Chicken Little Cinderella	Goldilocks and the Three Bears Three Little Pigs The hare and the Tortoise	Little Red Riding Hood Rapunzel Thumbelina	Sleeping Beauty Snow White The Elves and the Shoemaker	The enormous Turnip The Gingerbread man Jack and the Beanstalk	The little red hen The ugly duckling Three Billy goat Gruff
Rhymes and Songs	Five Little Ducks Five Little Speckled Frogs Hickory Dickory Dock Humpty Dumpty	If you're Happy and You Know it I'm a little teapot Incy Wincy Spider Jack and Jill	Little Bo Peep Little Miss Muffet One, Two Buckle My Shoe One, Two, Three, Four, Five	Pat-a-cake Pat-a-cake Peter Piper Polly put the Kettle on Old MacDonald	Rain, Rain, Go Away Round and Round the Garden Row, row, row your boat The dingle, dangle scarecrow	The grand old duke of York The wheels on the bus Twinkle, twinkle, little star Wind the bobbin up
Trips and visits Parent Participation	Parent settle sessions School Visits	Christmas Crafts Christmas Show Christmas Party with Santa	Chinese crafts / music	Easter Crafts Occupation visits e.g. fire brigade, police	Live caterpillars	Graduation Leaver Party Feast Day family Picnic
Communication and Language	0-3 Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. Understand simple instructions like “give to nanny” or “stop”.	0-3 Recognise and point to objects if asked about them. Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people’s talk with interest but can easily be distracted by other things.	0-3 Make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic.	0-3 Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops.’ Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as ‘banana’ and ‘computer’	0-3 Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.	0-3 Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).
	3-4 Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary.	3-4 Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	3-4 Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	3-4 Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.	3-4 Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	3-4 Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
Personal, Social and Emotional Development	0-3 Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Play with increasing confidence on their own and with other children because they know their key person is nearby and available.	0-3 Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.	0-3 Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	0-3 Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.	0-3 Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories.	0-3 Talk about their feelings in more elaborated ways ‘ i’m said because... or i love it when...’ Learn to use the toilet with help, and then independently.
	3-4 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.	3-4 Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.	3-4 Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	3-4 Develop appropriate ways of being assertive. Talk with others to solve conflicts.	3-4 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling.	3-4 Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

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	Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.				Make healthy choices about food, drink, activity and toothbrushing.
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the nursery year. .</i>						
Physical Development	0-3 Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes and move around in them.	0-3 Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first.	0-3 Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings).	0-3 Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks.	0-3 Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork.	0-3 Develop manipulation and control. Explore different materials and tools.
	3-4 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	3-4 Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams.	3-4 Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	3-4 Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	3-4 Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.	3-4 Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Literacy	0-3 Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures.	0-3 Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.	0-3 Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories.	0-3 Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.	0-3 Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely.	0-3 Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name.
	3-4 Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing.	3-4 Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother.	3-4 Engage in extended conversations about stories, learning new vocabulary.	3-4 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page. writing ‘m’ for mummy.	3-4 Write some or all their name.	3-4 Write some letters accurately.
Mathematics	0-3 Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	0-3 Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.	0-3 Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	0-3 Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. Climb and squeeze themselves into different types of spaces.	0-3 Build with a range of resources. Complete inset puzzles.	0-3 Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. Notice patterns and arrange things in patterns.
	3-4 Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).	3-4 Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number	3-4 Compare quantities using language: ‘more than’, ‘fewer than’.	3-4 Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	3-4 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.	3-4 Extend and create ABAB patterns – stick, leaf, stick, leaf.

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	Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Make comparisons between objects relating to size, length, weight and capacity.	Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Understanding the World	0-3 Repeat actions that have an effect.	0-3 Explore materials with different properties.	0-3 Explore natural materials, indoors and outside.	0-3 Explore and respond to different natural phenomena in their setting and on trips.	0-3 Make connections between the features of their family and other families.	0-3 Notice differences between people.
	3-4 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	3-4 Begin to make sense of their own life-story and family's history. Show interest in different occupations.	3-4 Explore how things work. Plant seeds and care for growing plants.	3-4 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.	3-4 Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	3-4 Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Expressive Arts and Design	0-3 Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	0-3 Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Start to make marks intentionally.	0-3 Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	0-3 Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	0-3 Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	0-3 Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.
	3-4 Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	3-4 Explore different materials freely, 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. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	3-4 Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	3-4 Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Listen with increased attention to sounds.	3-4 Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	3-4 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. Play instruments with increasing control to express their feelings and ideas.

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School Curriculum Links Art and Design	Knowledge and skills are ongoing within EYFS stage e.g. mark making colour and form etc. below are some examples Topic- Continuous provision Knowledge - To know how to use different drawing / painting / printing equipment to make marks Skills- Hold a pencil , brush , crayon . Apply pressure to make different marks and colours Explore making different movements and shapes with drawing or art material Vocabulary - Colours , press pencil brush, crayon, Stick , paint Etc	Autumn Bonfire night Outcome: Develop children's handling of materials and independence in art Opportunities to follow their own creative ideas Knowledge - To know how to cut and tear Revisit past terms knowledge Skills- Cutting skills Holding a brush and making a mark Circular motion , lines , zig zag motions Revisit part terms skills Vocabulary - Cut , colour , paint , press ,prepositional language	Explore paint, using fingers and other parts of their bodies as well as Brushes and other tools. Knowledge - How to make a variety of marks using different tools. skills - Using different materials to mark make and draw with	Explore different materials, using all their senses to investigate them. Manipulate and play with different Materials. Knowledge: Know how to join to objects together skills: Cutting skills, Tearing, Using PVA glue, Layering, Joining, Using tape, Use hole punch, Revisit past terms skills vocab :Join , cut, Spread , Evenly	Respond to what they have heard, expressing their thoughts and feelings. knowledge: All of the above skills: Make marks in response to sounds Revisit past term skills	Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.
Computing	Exploring technology in our world Online Safey - Digiducks Big Decision Toddler Vocabulary - Picture Computer	Online Safey - Digiducks Famous Prechool Vocabulary- Camera Technology sound	Digital creativity and play Online Safey - Digiducks The Magic Castle Toddler Vocabulary - Ipad tablet	Online Safey - Digiducks Detective Digitduck Prechool Vocabulary- Electricity Dangerous Observe	Early Computational Thinking Goldilocks - internet safety Toddler Vocabulary - Photograph Game Click	Adventures of smartie the pengiun Prechool Vocabulary- Interactive white board operate control plug