



Long Term Overview – Nursery 2026/27

Curriculum Area	Term: Autumn 1 – I am a Superhero <i>Superhero day.</i> Autumn 2 – Light and Dark. <i>Nativity</i>		Term: Spring 1 – Once Upon a time. Spring 2 – Wonderful weather. <i>Fire Engine visit, Stay & play session</i>		Term: Summer 1 At the farm. <i>Ducklings</i> Summer 2 – At the seaside. <i>Teddy Bear's picnic</i>	
Writing	Daily fine motor development – Dough disco/Pen pals/ Finger gym Weekly story dough (fine motor, language and vocabulary development) Scribble it within continuous provision Weekly 1-1 mark making with teacher Continuous provision messaging centre and mark making opportunities. Use large movements to make circles and lines.	Daily fine motor development – Dough disco/Pen pals/ Finger gym Weekly story dough (fine motor, language and vocabulary development) Scribble it within continuous provision Weekly 1-1 mark making with teacher Continuous provision messaging centre and mark making opportunities. Use large movements to make circles and lines.	Daily fine motor development – Dough disco/Pen pals/ Finger gym Weekly story dough (fine motor, language and vocabulary development) Scribble it within continuous provision Weekly 1-1 mark making with teacher Continuous provision messaging centre and mark making opportunities. Use large movements to make circles and lines.	Daily fine motor development – Dough disco/Pen pals/ Finger gym Weekly story dough (fine motor, language and vocabulary development) Scribble it within continuous provision Weekly 1-1 mark making with teacher Continuous provision messaging centre and mark making opportunities. Use large movements to make circles and lines.	Daily fine motor development – Dough disco/Pen pals/ Finger gym Weekly story dough (fine motor, language and vocabulary development) Scribble it within continuous provision Weekly 1-1 mark making with teacher Continuous provision messaging centre and mark making opportunities. Use large movements to make circles and lines.	Daily fine motor development Squiggle into movement. (N2 children) Weekly story dough (fine motor, language and vocabulary development) Scribble it within continuous provision Weekly 1-1 writing with teacher Continuous provision messaging centre and mark making opportunities. Use large movements to make circles and lines.



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Reading	Daily Little Wandle sessions –Rhyme time and stories. Nursery rhymes – Rhyme of the week. Focus Stories – Hello Friend, Owl babies, Wash your hands Mr panda. Non-Fiction text – Dentist.	Daily Little Wandle sessions Rhyme time, stories, Tuning into sounds – Sound focus/ blending focus.	Daily Little Wandle sessions Rhyme time, stories, Tuning into sounds – Sound focus/ blending focus. Focus Story –We're going on a bear hunt.	Daily Little Wandle sessions Rhyme time, stories, Tuning into sounds – Sound focus/ blending focus.	Daily Little Wandle sessions Rhyme time, stories, Tuning into sounds – Sound focus/ blending focus.	Daily Little Wandle sessions Rhyme time, stories, Tuning into sounds – Sound focus/ blending focus.
Class nursery rhyme:	Incy Wincy Spider Hickory Dickory Dock Heads, shoulders, knees and toes.	Twinkle Twinkle Wind the bobbin up Humpty Dumpty	Miss Molly had a dolly. 1,2,3,4,5 –Fish The grand old duke of York.	Round and round the garden. Mary, Mary quite contrary, Wheels on the bus	Pat a cake, pat a cake Baa Baa black sheep/woolly sheep. 1,2, buckle my shoe	Row Row Row your boat. Down at the station. A sailor went to sea.
Maths	-Subitising up to 3 - counting in sequence (forwards, backwards, using actions and through songs and games). - counting objects, pointing out the last number. -Introducing basic shapes. Counting objects, pointing out the last number. - number games and collecting a specific number of items. - Finger numbers up to 5		Explore numerals and number tracks 0-5 Introduce real world mathematical problems with numbers up to 5 during, snack time, group time. Activities using simple visual comparisons introducing more than and fewer than. Exploring 2D shapes. Prepositions in real life contexts/Positional language.		Make comparisons between objects relating to size, length, weight and capacity Encourage children to talk about what we did throughout the day using, 'first, then, next' language. Link numerals to amounts 0-5 Copy a pattern. Create their own patterns using a variety of materials	



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	- Linking numerals and amounts throughout the setting. - sorting by size and capacity - categorising by colour (Revisit above during Spring and Summer term)				Create musical patterns using clapping and stamping.	
Understanding of the World	Family Naming body parts – eyes, ears Healthy eating – sorting healthy and unhealthy foods. Make a fruit Kebab. Self-Care and Teeth.	Observing changes in the environment Autumn/Winter Festivals and celebrations Nativity Make a Christmas biscuit.	Spring – Observing changes in the environment Bears – Where do bears live? People who help us – Fire fighters. Visit to Fire station/ Fire engine.	Plant a bean seed – observe stages of growth. Farm animals – Which animals are born in spring time? Changes from baby – now-Bring in baby photos. Caterpillars. Grow cress – make a cress sandwich.	Minibeasts/Insects – Minibeast hunt, observe and handle real life insects. Where do insects live – observe and look at different habitats. Make their own minibeast habitat. Make bird feeders. Respect and care for a living thing.	Floating and sinking Which creatures live in the sea? Make ice, observe what happens when it melts. Make an ice lolly Make a healthy breakfast muffin.
Expressive art & Design	Self-portraits – paint, fruit, natural objects and loose parts. Make a picture frame for family photograph. Autumn pictures. Music – Join in with familiar songs and rhymes.	Making decorations Autumn/Winter/Bonfire pictures. Marble painting. Nativity songs and play. Explore colouring mixing – Mouse paint story. Dance session	Role play areas linked to topic stories. Explore different materials using all of their senses to investigate them – Feely trays, make a bear, make a cave, sensory story map. Music – Explore musical instruments to express feelings and to tap and clap out different rhythms	Creative activities linked to spring. Observational painting/drawings of flowers Role play area – Garden centre/Flower shop Dance session	Explore different materials. Begin to plan to build with a purpose in mind – Make a habitat for an insect/minibeast. Box modelling Papier Mache – Insect.	Role play area linked to seaside/ water Explore how to join materials together Box modelling – Make a fire engine/ boat



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Physical development	Activities/opportunities in continuous provision to develop gross motor skills and core strength. Experiment with different ways of moving – Explore climbing frame/climbing equipment confidently, safely and independently Balancing, riding bikes and ball skills. Using large muscle movements, large shoulder and arm movements – large chalk boards, ribbons and flags. Finger strengthening activities – Finger gym/Dough disco Throwing and catching – scarves	→	→	→	→	→
	Explore a variety of one-handed tools throughout nursery, e.g. scissors, hammers.	Balancing Throwing and catching – Beanbags.	Throwing and catching – large balls To begin to show dominant hand when using mark making equipment/ tools.	Balancing	Throwing and catching small balls. Bats and balls. Use one handed tools independently. To show dominant hand. To hold writing tools correctly and with control.	Travelling – Travel along equipment in different ways under, over.... Use one handed tools independently.



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PSED	Enter Nursery with the support off a familiar adult. Begin to know the adult's names in Nursery. Find coat peg/picture. Play alongside another child. Explore Nursery environment. Scarf – Me and my relationships	Plays with or alongside another child. Shows an awareness of a sharing and taking turns. Can show an adult an activity they like in Nursery. Scarf –Valuing difference	Seeks out others to share experiences with. With support can follow Nursery routines and rules. Shows an interest in different activities. Chooses a favourite activity. Scarf – Keeping safe	Seeks out others to share experiences with. Shows an interest in different activities. Chooses a favourite activity. Scarf – Rights and respect	Plays with and shares experiences with other children. Can name their friends. Shares and takes turns. Can follow Nursery rules and routines. Talks about likes/dislikes Scarf – Being my best	Plays with and shares experiences with other children. Can name their friends. Shares and takes turns. Takes risks and tries new experiences Scarf – Growing and changing.
Communication & Language development	Beginning to watch and listen to others. Selects familiar objects and says the name. Understands simple sentences. For example, throw the ball. Uses words to communicate meaning. (Termly vocabulary)	Shows interest in play with sounds, songs and rhymes. Listens to and responds to others in play situations. Uses words to communicate meaning. (Termly vocabulary)	Listens to and responds to others in play situations. Uses action words. Uses words to communicate meaning. (Termly vocabulary)	Takes turns speaking and listening during a conversation. Understands 2 step simple instructions. Uses words to communicate meaning. (Termly vocabulary)	Understands and answers simple questions. Ask why questions during a conversation. Talks about past events. Uses words to communicate meaning. (Termly vocabulary)	 Uses talk to organise their play. Uses words to communicate meaning. (Termly vocabulary)