

St John's Catholic Primary School
EYFS Long Term Overview – Nursery

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Traditional Tale: 3 Little Pigs – family and home Classic story – Peace at Last (darker Nights , Owl Babies/ settling into Nursery All about me/Family Nursery Rhymes Autumn fiction non-fiction Harvest – sharing songs Room on the Broom/ halloween Dinosaurs	Traditional Tale: The Gingerbread man Classic story – We're Going on a Bear Hunt/ The Gruffalo & Gruffalo's Child Winter Remembrance Day Bonfire Night/Diwali Christmas – Nativity story Christmas songs	Traditional Tale: Goldilocks and the 3 Bears People who help us – local visits police, firefighters etc Classic story - Whatever Next – Looking at the moon and space Chinese New Year Food around the world	Traditional Tale: Jack and the Beanstalk Classic story – What the Ladybird Heard Farm animals and their young, farm visit to school Spring Easter Growing	Traditional Tale: Little Red Riding Hood Classic story – The Very Hungry Caterpillar Life cycles Mini beasts Healthy eating Local Area – Liverpool, history and local landmarks	Classic story: Dear Zoo Wild Animals – Trip from wildlife experience Jane Goodall Author It's a Wonderful World – environment Under the sea Mermaids and pirates Summer/ holidays
Communication and Language	Engage in story times, listening to short stories with lots of repetition and rhyme to support developing levels of attention and concentration. Learn and listen to familiar songs as part of our daily routine and learn a new nursery rhyme each week.	Pay attention to more than one thing at a time. Continue to engage in story times, listening to longer stories with lots of repetition and rhyme to support developing levels of attention and concentration and developing the skill of recall.	Use a wider range of vocabulary as taught through focus books and use new vocabulary in context within their play. 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 3 Bears were cross with Goldilocks?"	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 but may continue to have problems with irregular tenses and plurals.	Develop their pronunciation but may have problems saying some sounds or multisyllabic words. Use longer sentences of 4-6 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. 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	Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important.		Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. 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.	
Physical Development	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.	Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills appropriately to tasks and activities in the setting.	Choose the right resources to carry out their own plan. Collaborate with others to manage moving large items safely. Show a preference for a dominant hand.	Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Be increasingly independent as they get dressed and undressed.
Literacy	Understand print has meaning Understand that print can have different purposes Know that we read English text from left to right and from top to bottom.	Understand the names of the different parts of a book Understand page sequencing	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.	Engage in extended conversations about stories, learning new vocabulary.	Use some print and letter knowledge in early writing. Write some or all of their name.	Write some or letters accurately.
Mathematics	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 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'). Show 'finger numbers' up to 5. Link numerals and amounts.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Explore and name 2D shape through Rangoli Patterns during Diwali.	Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone. Describe a familiar route.	Talk about and explore 2D and 3D shapes using informal and mathematical language: 'edges', 'vertices'; 'straight', 'flat', 'curved'. Money	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.	Talk about and identify the patterns around them. Extend and create ABAB patterns. 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...'

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Understanding the World	Use all their senses in hands-on exploration of natural materials.	Talk about what they see, using a wide vocabulary	Show interest in different occupations.	Explore and talk about different forces they can feel.	Understand the key features of the life cycle of a plant and an animal.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Explore collections of materials with similar and/or different properties.	Begin to make sense of their own life-story and family's history	Talk about the differences between materials and changes they notice.	Plant seeds and care for growing plants.	To talk about and recognise familiar locations such as in the playground and other famous landmarks in Liverpool.	Begin to understand the need to respect and care for the natural environment and all living things.
Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.						
Expressive Arts and Design	Take part in simple pretend play, using an object to represent something else.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Listen with increased attention to sounds.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
	Begin to develop complex stories using small world objects.	Develop their own ideas and then decide which materials to use to express them.	Draw with increasing complexity and detail.	Explore colour and colour mixing.	Respond to what they have heard, expressing their thoughts and feelings.	Create their own songs or improvise a song around one they know.
	Make imaginative and complex 'small worlds' with blocks and construction kits.	Join different materials and explore different textures.	Use drawing to represent ideas like movement or loud noises.	Show different emotions in their drawings – happiness, sadness, fear, etc.	Remember and sing entire songs.	Play instruments with increasing control to express their feelings and ideas.
Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.						
Possible Focus Books throughout the year	Red Leaf, Yellow Leaf Elephant learns to share Leaf Man Clive and his Babies Ten Little Fingers Ten Little Toes All are welcome here Ten little dinosaurs Kind Friends The Tallest House on the Street That's Not My Dinosaur Knock Knock Dinosaur Dinosaur Roar What snowmen do at night Sam's Snowflake Hansel and Gretel What Makes a Rainbow Mindful Stuck	Lost and Found Chinese New Year Chapatti moon Tiger who came to tea Follow that Tiger Apples are Magic Hairy McLairy Chicken Licken Old McDonald Had a Farm The very hungry caterpillar Jaspers Beanstalk The tiny seed The minibeast bop First day at bug school Life cycle of the caterpillar What the ladybird heard Freddie and the Fairy People who help us non fiction books	Handa's Surprise Supertato Superworm A superhero like you Wimpy Shrimpy Hooray for fish What the ladybird heard at the seaside Class three all at sea Sharing a shell Super Safari Za za's baby brother Doughnuts for a Dragon 10 Little Princesses Cinderella			