

**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
<b>Possible Themes/Interests/Lines of Enquiry</b>	All about me Family Nursery Rhymes Dinosaurs Autumn	Autumn/Winter Remembrance Day Traditional tales Bonfire Night Diwali Christmas/Christmas around the world	Winter Arctic Earth & Space Chinese New Year Food around the world	Pancake Day Easter Growing up – generations Planting/Gardening/Spring Mini beasts Fairies and Elves	Life cycles Superheroes Traditional Tales People who help us	Under the sea Summer holidays Hot places Wild Animals – Trip to safari park Knights and Princesses
<b>Communication and Language</b>	Engage in story times Learn and listen to songs and rhymes.	Pay attention to more than one thing at a time. Engage in story times.	Use a wider range of vocabulary. 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?"	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."
<b>Personal, Social and Emotional Development</b>	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.	
<b>Physical Development</b>	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.
<b>Literacy</b>	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 <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother.</li> </ul>	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 all letters accurately
<b>Mathematics</b>	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'.	Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  Understand position through words alone.  Describe a familiar route.	Discuss routes and locations, using words like 'in front of' and 'behind'.  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.  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.	Begin to understand the need to respect and care for the natural environment and all living things.	Talk about the differences between materials and changes they notice.	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	Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.	Explore and talk about different forces they can feel	Continue developing positive attitudes about the differences between people.	
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.  Create their own songs or improvise a song around one they know.
	Begin to develop complex stories using small world objects.  Make imaginative and complex 'small worlds' with blocks and construction kits.	Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.	Draw with increasing complexity and detail.  Use drawing to represent ideas like movement or loud noises.	Explore colour and colour mixing.  Show different emotions in their drawings – happiness, sadness, fear, etc.	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').	
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	Seasons- non-fiction books all year) Red Leaf, Yellow Leaf Elephant learns to share The colour monster All are welcome here Ten little dinosaurs Owl babies Stick Man Stuck Friends Pumpkin Soup Delicious Three little pigs Hansel and Gretel The Gingerbread Man Little Red Riding Hood The Tallest House on the street What snowmen do at night Christmas stories		Lost and Found Chinese New Year (Non- fiction books from other cultures) Handa's Surprise Chapatti moon The Enourmous Turnip Dragons love tacos Life cycle of the caterpillar The very hungry caterpillar Jack and the beanstalk What the ladybird heard Tiger who came to tea The tiny seed The minibeast bop First day at bug school		People who help us books Supertato Superworm A superhero like you Barry the fish with fingers What the sea saw What the ladybird heard at the seaside Class three all at sea Sharing a shell Ten little pirates The tail of the whale Sleeping Beauty Cinderella The princess and the pea	