

Nursery Long term overview

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Prime areas	Theme	All about me	Traditional tales	Animals	Animals	Transport	Transport/Summer
	Personal, social and emotional development	Developing positive relationships Making friends Playing together Understanding the expectations for behaviour	Playing games with rules Cooperating with others Following expectations in a group	Confident to talk to other children in the group when playing Be more independent in making choices and selecting resources	Confidently ask adults for help Aware of own feelings, and knows that some actions and words can hurt others' feelings	Begin to accept the needs of others and take turns and share resources, sometimes with support from others	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met Can usually adapt behaviour to different events, social situations and changes in routine
	Communication and Language	Responds to simple instructions, e.g. to get or put away an object Listens to others one to one or in small groups, when conversation interests them Listens to stories with increasing attention and recall	Can retell a simple past event in correct order Uses vocabulary focused on objects and people that are of particular importance to them Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'	Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture Beginning to understand 'why' and 'how' questions	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Questions why things happen and gives explanations. Asks e.g. who, what, when, how	Uses a range of tenses (e.g. play, playing, will play, played) Uses intonation, rhythm and phrasing to make the meaning clear to others
	Physical Development	Running, jumping, hopping Riding bikes and trikes Negotiating obstacles PE with Secondary team	Running, jumping, hopping Riding bikes and trikes Negotiating obstacles Dance PE with Secondary experts	Running, jumping, hopping Riding bikes and trikes Ball skills PE with Secondary experts	Moving safely at speed Negotiating obstacles Ball skills PE with Secondary experts	Running, jumping, hopping Riding bikes and trikes Negotiating obstacles PE with Secondary experts	Moving safely at speed Negotiating obstacles Ball skills PE with Secondary experts
Specific areas	Literacy	RWI Phonics Draws lines and circles using gross motor movements Shows interest in illustrations and print in books and print in the environment	RWI Phonics Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Looks at books independently Handles books carefully	RWI Phonics Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of the way stories are structured Sometimes gives meaning to marks	RWI Phonics Holds books the correct way up and turns pages Recognises familiar words and signs such as own name and advertising logos	RWI Phonics Holds pencil near point between first two fingers and thumb and uses it with good control Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words	RWI Phonics Can copy some letters, e.g. letters from their name Knows that print carries meaning and, in English, is read from left to right and top to bottom

				as they draw and paint Ascribes meanings to marks that they see in different places			
	Maths	Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10 Shows interest in shapes in the environment Shows an interest in shape and space by playing with shapes or making arrangements with objects		Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly Shows curiosity about numbers by offering comments or asking questions Shows awareness of similarities of shapes in the environment		Compares two groups of objects, saying when they have the same number. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	
	Expressive arts	Constructing for a purpose Cutting skills Colour mixing Using different tools			Represent their own ideas through dance, art and design Using different tools competently		
	Understanding of the world	Senses, Maps, Autumn What makes us special? To talk about past and present events in their own lives and in the lives of family members.	Fireworks Special celebrations To know about similarities and differences between themselves and others, and among families, communities and traditions.	Springtime Special celebrations To know about similarities and differences between themselves and others, and among families, communities and traditions.		Summer Plants and growing Places of worship Faith stories The world around us To talk about past and present events in their own lives and in the lives of family members.	
	Forest School	The Seasons Colour in nature		The Seasons Den building		The Seasons Minibeast detectives	
	Spanish	Getting to know Spain (cultural awareness) Colours	Revision of colours Shapes Phonics	Numbers 0-10	Alphabet Basic greetings	Animals	Introduction to the verb 'tener' with animals and colours