

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/interests	Baseline activities All about me	Festivals and celebrations	Animals	Growing	People who help us Materials	Commotion in the ocean. Journeys (including space/seaside)
Seasonal themes	Autumn/Harvest	Halloween Bonfire Night Remembrance Day Diwali Anti-Bullying Children in Need Christmas	Chinese New Year Winter Valentine's day	Pancake Day Easter World Book Day St Patrick's Day Mothers' Day Spring	St George's Day Summer	Fathers' Day Sports Day
Experiences	Autumn walks Bear hunt Exploring at Forest School.	Sparklers Christmas Santa trip Walk to post a letter Christmas craft parent session Nativity performance	Chinese dragon Valentine's craft parent session Church visit	Pancake making Easter bonnet parade Mothers' day crafts Easter story performance	Community walk to look at different transport/community features.	
Pie Corbett Reading spine Recommendations and other reading opportunities	Where's Spot? – Eric Hill You Choose – Pippa Goodhart and Nick Sharratt	We're Going on a Bear Hunt – Michael Rosen Brown Bear, Brown Bear, What Do You See? – Bill Martin Jnr and Eric Carle	Hairy Maclary from Donaldson's Dairy – Lynley Dodd	Each Peach Pear Plum – Allan and Janet Ahlberg The Hug – Jez Alborough	Dear Zoo – Rod Campbell Jasper's Beanstalk – Nick Butterworth and Mick Inkpen	Come on, Daisy – Jane Simmons Train Ride – June Crebbin
T4W fiction	Humpty Dumpty Little Miss Muffet	The Gingerbread Man	3 Billy Goats Gruff	Little Red Hen	3 Little Pigs	Mr Gumpy's outing
T4W non-fiction		Recount	Non-Chronological report- Penguins	Instructions- Bread	Persuasive text- Dear Zoo (Chicks)	Recount- cress
Nursery Rhymes	Humpty Dumpty Little Miss Muffet Pat a Cake	Baa Baa Black sheep 5 Little Ducks 5 Little Men	5 Little Monkeys Incy Wincy Spider	Miss Polly Had a Dolly Old Macdonald Hickory Dickory Dock	Row Row Row Your Boat Wheels On the Bus Twinkle Twinkle	2 Little Dickie Birds I'm a Little Teapot Wind the Bobbin Up 1,2,3,4,5
Communication and Language	Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. When appropriate, you can check children's understanding by asking them to point to particular pictures, or ask them to point to particular objects in a picture. For example: "Can you show me the big boat?" Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door'.	Start a conversation with an adult or a friend and continue it for many turns. Develop their communication but may continue to have problems with irregular tenses and plurals, such as runned instead of ran. Develop their pronunciation but may have problems saying: Some sounds: r, j, th, ch, and sh.	Use longer sentences of four to six words. Understand why questions like 'Why do you think the caterpillar got so fat?'	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.	Use talk to organise themselves and their play. Let's go on a bus... you sit there... I'll be the driver.

			Multi- syllabic words such as 'pterodactyl' etc.			
	Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts	
Personal, Social and Emotional Development	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. Develop their sense of responsibility and membership of the community. Increasingly follow rules, understanding why they are important.		Become more outgoing with unfamiliar people, in the safe context of their setting. Talk about their feelings using words like happy, sad, angry or worried. Show more confidence in new social situations. Play with one or more children, extending and elaborating play ideas. Talk with others to solve conflicts. Understand gradually how others might be feeling.		Develop appropriate ways of being assertive. Remember rules, without needing an adult to remind them. Be increasingly independent in meeting their own care needs, brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushes.	
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>					
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 for a game like musical statues. 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. Increasingly be able to use and remember sequences and patterns or movements, which are related to music and rhythm.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 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.	Use one handed tools and equipment, for example making snips in paper with scissors. Use comfortable grip with good control when holding pens and pencils.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing zips up. Show a preference for a dominant hand
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
Literacy	Humpty Dumpty Little Miss Muffet	Gingerbread Man Understand 5 key concepts of print: <ul style="list-style-type: none"> 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 Billy Goats Gruff Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money/mother 	The Little Red Hen	3 Little Pigs Write some or all of their name. Write some letters accurately.	Mr Gumpy's outing Engage in extended conversations about stories, learning new vocabulary. 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.
	Phonics	Phase 1 Environmental sounds Instrumental sounds	Phase 1 Body percussion Rhythm and rhyme	Phase 1 Voice sounds Alliteration	Phase 1	Phase 1 Oral segmenting and blending

Tricky words			I Like My The To Go Is Mum Dad See	I Like My The To Go Is Mum Dad See	I Like My The To Go Is Mum Dad See	I Like My The To Go Is Mum Dad See
Mathematics	Baseline – getting to know the children	Develop fast recognition of up to 3 objects, without having to count them. (Subitising). Recite numbers past 5. Say one number for each item in order 1,2,3,4,5. Show finger numbers to 5. Circle Sorting into 2 groups 2 stage patterns	Talk about and identify the patterns around them. Eg. stripes on clothes, designs on rugs and wallpaper. Use informal language like pointy, spotty, blobs etc. Extend and create ABAB patterns. Stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as first and then. Numeral 1 and 2 Triangle Sort by a certain criteria	Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Experiment with their own symbols and marks as well as numerals. Understand position through words alone- e.g the bag is under the table with no pointing. Compare quantities using language more than/ fewer than. Numeral 3 Numeral 4 Square and rectangle Using shapes appropriately	Link numerals and amounts: For example, showing the right number of objects to match the numeral, up to 5. Solve real life maths problems with numbers to 5. Describe a familiar route. Describe routes and locations, using words like in front of or behind. Numeral 5 Days of the week Early capacity More/less	Consolidate numbers 1-5 Consolidate 4 basic shapes Positional language Early measuring of weight and length. Talk about and explore 2D and 3D shapes using formal and mathematical language sides, corners, straight, flat, round. Make comparisons between objects relating to size, length, weight and capacity.
Understanding the World	Begin to make sense of their own life story and family history.	Talk about what they see, using a wide range of vocabulary.	Continue developing positive attitudes about the differences between people. Use all their senses in hands on exploration of natural materials.	Plant seeds and care for growing plants. 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.	Talk about the differences in materials and changes they notice. Explore collections of materials with similar and/or different properties.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore and talk about different forces they can feel. Explore how things work. Show an interest in different occupations.
Science Links	Forest school- seasonal changes	Forest school- seasonal changes	Forest school- seasonal changes	Forest school- seasonal changes	Forest school- seasonal changes	Forest school- seasonal changes

History Links	My family -Begin to make sense of their own life story and family history. -Children to bring in family photographs. -Who lives in my house? -Old and young.		Celebrations and traditions (birthdays) - You get older every year.			Transport- Linked to Mr Gumpy's Outing. -Vehicles now/ then.
Geography links	All about me Where do I live? Where do we live? Understanding the world To know they live in England.		The world around me Where can you live that is really cold? (Iceland) Where can you live that is really hot? (Australia) Understanding the world To know there are different countries in the world.			The world around me What do we know about different countries? What are the differences between the countries we know about? Understanding the world To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
RE links Festivals/celebrations (See floor books)	Harvest	Bonfire night Diwali Advent/Christmas Halloween Remembrance Day	Celebrations and traditions Chinese New Year St.Valentine's dAY	Mothering Sunday St Patrick's day Easter Pancake day	St George's day	Fathers' day
	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 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.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 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 shapes to represent objects. 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. Explore colour and colour mixing. Listen with increased attention to sounds. 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). 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.
Art links	To distinguish between the marks they make.	Begin introducing meaningful marks. Start to draw circles and lines- creating closed shapes with continuous lines.	Begin to draw simple drawing to represent people/ simple objects and animals.	Begin to add detail to drawings- eg faces being happy/ sad.	Begin to choose appropriate colours to represent the drawings they have done.	Explore colour mixing.
DT links	Begin to use scissors and simple tools for creating.	Begin to use glue and cello tape for creating.	Explore malleable materials.	These skills will be taught and revisited throughout the year, based	These skills will be taught and revisited throughout the year	These skills will be taught and revisited throughout the year based on topics and the children's interests.

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				on topics and the children's own interests.	based on topics and the children's interests.	
Music links	Phase 1 phonics	Phase 1 phonics	Phase 1 phonics	Phase 1 phonics	Phase 1 phonics	Phase 1 phonics
	<p>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.</p>					