

# EYFS Nursery – Long term Overview 2025 - 2026



## EYFS Nursery : Long Term Plan

Trips/visits: Firefighters Zoo Lab Chicks Butterflies/ tadpoles. Visit community center singalong.	TERM 1-Autumn	TERM 2-Autumn	TERM 3-Spring	TERM 4-Spring	TERM 5-Summer	TERM 6-Summer
Curriculum Title	Marvellous Me	Celebrations	Superheroes/People who help us	Once Upon a Time...	Food and Farming	Changes
<b>Key Themes</b>	<ul style="list-style-type: none"> <li>Settling into Nursery</li> <li>Class rules and routine</li> <li>How am I me?</li> <li>Friendships</li> <li>Families</li> <li>Self Esteem – What are you good at?</li> </ul>	<ul style="list-style-type: none"> <li>Halloween</li> <li>Bonfire Night</li> <li>Diwali</li> <li>Remembrance day</li> <li>Autumn/Weather - Harvest</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Superheroes</li> <li>People who help us</li> <li>Helping others</li> <li>Keeping myself safe.</li> </ul>	<ul style="list-style-type: none"> <li>Mr Wolf's Pancakes – Pancake Day</li> <li>Traditional Tales: 3 little pigs, jack and the bean stalk, goldilocks and 3 bears, red riding hood.</li> <li>Easter/Spring</li> </ul>	<ul style="list-style-type: none"> <li>On the Farm – intro</li> <li>Animals and their offspring – caring for them (2 weeks)</li> <li>Farm to Fork</li> <li>Healthy Foods</li> <li>Where does our food come from?</li> <li>Keeping myself healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Life Cycles – chicks</li> <li>Frogs? Butterflies etc. Humans</li> <li>Minibeast – 2 weeks</li> <li>Plant life cycle – sunflower, cress</li> <li>2 weeks – Sports Day (Body)</li> <li>Transition moving up to reception.</li> </ul>
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>All Are Welcome by Alexandra Penfold</li> <li>The Colour Monster by Anna Llenas</li> <li>My many colour days</li> <li>Our house by Michael Rosen</li> <li>Monkey-puzzle by Julia Donaldson.</li> <li>Avacdo baby By John Burningham</li> </ul> <p>Information texts- starting school, Child Growth.</p>	<ul style="list-style-type: none"> <li>Winnie the witch. By Valerie Thomas.</li> <li>Binny's Diwali by Thrity Umrigar</li> <li>The story of rama and sita.</li> <li>Cbebbies remembrance story.</li> <li>Oliver's vegetables by Giles Andreas</li> <li>Bear Snores On by</li> <li>Percy the Park Keeper by Nick Butterworth - various texts about Autumn</li> <li>Storm – Sam Usher</li> <li>Autumn by Emilie Dufresne</li> <li>Stick Man by Julia Donaldson &amp; Axel Scheffler</li> <li>Nativity texts</li> <li>Going on a leaf walk by Steve medzkar.</li> </ul> <p>Information texts on celebrations around the world, Autumn, Diwali and Christmas</p>	<ul style="list-style-type: none"> <li>Supertato by Sue Hendra</li> <li>Theres a superhero in your book by Tom Fletcher.</li> <li>Focus on people who help us. By book life</li> <li>Zog By juila Donaldson.</li> </ul> <p>Information texts on keeping healthy, various people who help us job information.</p>	<ul style="list-style-type: none"> <li>Mr Wolf's Pancakes by Jan Fearnly</li> <li>What's the Time Mr Wolf by Debi Giori</li> <li>Little Red Riding Hood - Various</li> <li>Three Little Pigs – Various</li> <li>The three little wolves and the big bad pig by Eugene Trivias.</li> <li>Jack and the beanstalk - various</li> <li>Goldilocks and the 3 bears. – various</li> <li>On the way home.</li> </ul> <p>Information/ recipe books – pancakes.</p>	<ul style="list-style-type: none"> <li>The Farm that Feeds Us – NF How did that get in my lunchbox?</li> <li>Noisey farm by rod Campbell</li> <li>Farmyard Hallabuloo By Giles Andarea</li> <li>On the farm By Axel Scheffler.</li> <li>Rosie's Walk</li> <li>Farmer Duck</li> <li>What the Ladybird Heard - JD</li> <li>Little Red Hen – make bread</li> </ul> <p>Information books- farm life, animals and their off spring. Farm foods.</p>	<ul style="list-style-type: none"> <li>Growing Frogs</li> <li>Mad about minibeasts</li> <li>Superworm</li> <li>Eric Carle books- The Very Hungry Caterpillar</li> <li>A Tiny Seed – Eric Carle</li> <li>Flora's Flowers</li> <li>Jasper's Beanstalk.</li> <li>Doras eggs By Julie Skyes.</li> </ul> <p>Information Life cycle books.</p>



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<p><b>Prime Areas</b></p>	<p><b>PSED:</b> <b>Introduce school care values.</b></p> <ul style="list-style-type: none"> <li>Emotions - Find ways to calm themselves, through being calmed and comforted by their key person</li> <li>Express preferences and decisions. They also try new things and start establishing their autonomy</li> <li>Circle time; friendships</li> <li>- Talking about feelings (settling in period)</li> <li>Forming positive relationships with peers and adults.</li> <li>Learning class rules and boundaries.</li> </ul> <p>Oral health and self-care</p> <p><b>Physical:</b> Gross motor activities; Walk, run, jump and climb – and start to use the stairs independently. Fine motor activities/funky fingers</p> <ul style="list-style-type: none"> <li>Develop manipulation and control. Explore different materials and tools.</li> </ul> <p><b>Communication &amp; Language:</b> Show and tell. Circle times story and songs Responds to simple instructions, e.g. to get or put away an object. Talk and understand simple sentences.</p> <p><b>Key vocabulary:</b> Emotions feelings, kindness, rules routine.</p>	<p><b>PSED:</b> <b>Re-visit class rules/CARE Values</b> Recapping and Learning class rules and boundaries. Developing confidence within self to try new activities independently Circle time – celebrating differences beliefs. Celebrating each other and developing an awareness of different cultures and celebrations.</p> <p><b>Physical:</b> Gross motor skills. Mark making Action rhymes and songs</p> <p><b>Communication &amp; Language:</b> Show and tell./Circle times/story and songs Speaking and Listening – describing events, experiences etc Talking about themselves and their family own celebrations.</p> <p><b>Key vocabulary:</b> Celebrations, Diwali, Hinduism, Rama and Sita, Remembrance day, Christmas. Bonfire night, guy Fawkes, staying safe.</p>	<p><b>PSED:</b> <b>Re-visit class rules/CARE Values</b> Making friends, understanding friendship and being caring of others Developing confidence within self to try new activities independently Show resilience and perseverance in the face of challenge</p> <p><b>Physical:</b> Constructing on a large scale Dancing and moving to music Climbing outside/ balancing Ball skills Moving over and under Developing our fine motor skills using a variety of tools.</p> <p><b>Communication &amp; Language:</b> Show and tell./Circle times/story and songs Listen to others when sharing news/stories. Enjoy listening to longer stories and can remember much of what happens. Use talk to organise themselves and their play: "Let's go on a bus... you Sit there... I'll be the driver.</p> <p><b>Key vocabulary:</b> Key worker, emergency services. hospital, doctors, nurses, police, firefighters, dentists. Help, rescue.</p>	<p><b>PSED:</b> <b>Re-visit class rules/CARE Values</b> Safely explore emotions beyond their normal range through play and stories</p> <p><b>Remember rules without needing an adult to remind them.</b> <b>Physical:</b> Ongoing gross and fine motor skill activities. Show an increasing desire to be independent, such as Wanting to feed himself or herself and dress or undress. Be increasingly independent as they get dressed and undressed, for Example, putting coats on and doing up zips.</p> <p><b>Communication &amp; Language:</b> Show and tell./Circle times/story and songs Listen to others when sharing news/stories. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time, which can be difficult.</li> </ul> <p><b>Key vocabulary:</b> Once upon a time, one day, suddenly, after, next, the end, bad, good, character, woods, wolf, Red Riding Hood, Three Little Pigs. Beginning, middle, end, Author, illustrator.</p>	<p><b>PSED:</b> <b>Re-visit class rules/CARE Values</b> Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p><b>Physical:</b> Ongoing gross and fine motor skill activities. 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 making marks.</p> <p><b>Communication &amp; Language:</b> 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.</p> <p><b>Key vocabulary:</b> Farm, harvest, animals, bread, Little Red Hen, calf, ducklings, cow, sheep, horse, healthy, grown, vegetables, fruit.</p>	<p><b>PSED:</b> <b>Re-visit class rules/CARE Values</b> Transition to reception class.</p> <p><b>Physical.</b> Sports Day Use a comfortable grip with good control when holding pens and pencils. Noticing changes with our bodies when exercising.</p> <p><b>Communication &amp; Language:</b> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in non-fiction books</p> <p><b>Key vocabulary:</b> Life-cycle, chicks, frogs, caterpillars, eggs, hatch, crack, cocoon, , grow, seedling, minibeast.</p>
<p><b>Literacy – Writing</b></p>	<p>Enjoys rhyming and rhythmic activities. Interested in books and rhymes and may have favourites. Have some favourite stories, rhymes, songs, poems or jingles. Mark making activities using various different materials resources.</p>	<ul style="list-style-type: none"> <li>Stories of the festivals (, Guy Fawkes, Diwali, Harvest, Remembrance and Christmas)</li> <li>Posters for firework safety.</li> <li>Christma/Diwali's cards</li> <li>Name writing/mark making.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous mark making activities</li> <li>Developing our fine motor strength through malleable activities.</li> <li>Name writing/mark marking to represent name.</li> <li>Role play mark making, - prescriptions, police ticket, note pads, post it.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous mark making activities</li> <li>Developing our fine motor strength through malleable activities.</li> <li>Name writing/mark marking to represent name.</li> <li>Role play mark making, - prescriptions, police ticket, note pads, post it. Recipes, cards.</li> <li>Using the message centre.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous mark making activities</li> <li>Developing our fine motor strength through malleable activities.</li> <li>Name writing/mark marking to represent name.</li> <li>Role play mark making, , post it notes, diaries, phone book</li> <li>Using The message centre.</li> <li>Recount Farm Trip Non-Fiction Books – Animals</li> </ul>	<ul style="list-style-type: none"> <li>Continuous mark making activities</li> <li>Developing our fine motor strength through malleable activities.</li> <li>Name writing/mark marking to represent name.</li> <li>Role play mark making, post it notes, diaries, phone book.</li> <li>Using The message centre</li> <li>Life cycle cutting and sticking, drawing.</li> </ul>



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<p><b>Maths – White Rose</b></p>	<p>Maths baseline. Number rhymes. Counting 1-5,1-10 Counting objects by touching each one (1-5,1-10)</p>	<p>Contentious maths assignment/ observations. Number songs and rhymes.</p>	<p>Take part in finger rhymes with numbers Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Number songs and rhymes. Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.  • Notice patterns and arrange things in patterns</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 1-10</p>	<ul style="list-style-type: none"> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front off' and 'behind'.</li> </ul>
<p><b>Outdoor activities</b></p>	<ul style="list-style-type: none"> <li>• Mud kitchen</li> <li>• Face making with natural materials</li> <li>• Big chalk portraits.</li> <li>• Gross motor climbing and bike/scooter riding</li> <li>• Exploring new soundings.</li> <li>• Watching for signs of autumn. Changes in seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of autumn</li> <li>• Mud kitchen</li> <li>• Gross motor climbing and bike/scooter riding</li> <li>• Hibernation, making homes for animals.</li> <li>• Feeding birds/wildlife.</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of winter/ seasonal change</li> <li>• Keeping warm/clothing</li> <li>• Changes in material, water, ice</li> <li>• Using Different senses.</li> <li>• Den building.</li> </ul>	<ul style="list-style-type: none"> <li>• Planting</li> <li>• Nature colour hunt</li> <li>• Signs of spring</li> <li>• Taking care of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Growing fruit and vegetables</li> <li>• Build with a range of resources.(bug houses)</li> <li>• Signs of spring/changes. Farm small world. Making farm vehicles with wooden blocks/crates.</li> </ul>	<ul style="list-style-type: none"> <li>• Minibeast bug hunt</li> <li>• Bug hotels</li> <li>• Planting sunflowers</li> <li>• Sports Day practise</li> </ul>
<p><b>Understanding of World</b></p>	<p><b>People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>• People and Communities – talking about similarities and differences between themselves and others. Sharing experiences.</li> </ul> <p><b>The Natural World/Geography:</b></p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</li> </ul> <p>Google maps/looking at maps online.</p> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Exploring the resources available in setting, water/sand/malleable area/ garden.</li> <li>• Using our senses to explore the world around us discussing what we can see, touch, hear, smell, taste.</li> </ul> <p><b>Past and Present/History:</b></p> <p>Comment on images of familiar situations in the past. –baby photos.</p>	<p><b>People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>• Recognises and describes special times or events for family or friends</li> <li>• Rama and Sita story</li> <li>• Christmas story</li> </ul> <p><b>The Natural World/Geography:</b></p> <ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside.</li> </ul> <p><b>Science:</b></p> <p>Using our senses to explore the world around us discussing what we can see, touch, hear, smell, taste. Noticing changes in seasons,</p> <p><b>Past and Present/History:</b></p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p><b>People, Culture and Communities:</b></p> <p>Show interest in different occupations. Make connections between the features of their family and other families</p> <p><b>The Natural World/Geography:</b></p> <p>Talk about what they see, using a wide vocabulary.</p> <p><b>Science:</b></p> <p>Egg experiment on tooth decay. Water/ice. Talk about the differences between Materials and changes they notice.</p> <p><b>Past and Present/History:</b></p> <p>Sharing own experiences past and present during circle times.</p>	<p><b>People, Culture and Communities:</b></p> <p>Shrove Tuesday/Pancake Day Easter</p> <p><b>The Natural World/Geography:</b></p> <p>Begin to understand the need to respect and care for the natural environment and alliving things.</p> <p><b>Science:</b></p> <p>Materials changes due to forces, ice, soft, hard. Melting. Floating, sinking.</p> <p><b>Past and Present/History.</b></p> <p>How the environment is changing.</p>	<p><b>People, Culture and Communities:</b></p> <p>Continue developing positive attitudes about the differences between people.</p> <p><b>The Natural World/Geography:</b></p> <p>Farm to fork. What do farms look like, how are they different.</p> <p><b>Science:</b></p> <p>Animal babies.</p> <p><b>Past and Present/History:</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> </ul>	<p><b>People, Culture and Communities:</b></p> <p>Making observations and finding similarities and differences.</p> <p><b>The Natural World/Geography:</b></p> <p>Seasonal changes. Environment/ animal habitats Understand the key features of the life cycle of a plant and an animal.</p> <p><b>Past and Present/History:</b></p> <p>Listen to and talk about selected non-fiction to develop a deep Familiarity with new knowledge and vocabulary.</p>



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<p><b>Expressive Art and Design</b></p>	<p><b>Art:</b>                  • Explore different materials freely, to develop their ideas about how to use them and what to make.                  Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  <b>D&amp;T:</b>                  Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park  <b>Music:</b>                  Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'  <b>Drama:</b>                  Role play area/small world resources. Start to develop pretend play, pretending that one object represents Another. For example, a child holds a wooden block to her ear and pretends it's a phone</p>	<p><b>Art:</b>                  Diva Lamps                  Rangoli Printing and Patterns                  Christmas cards/activities                  Bonfire pictures.                  Poppies.  <b>D&amp;T:</b>                  Making decorations  <b>Music:</b>                  Christmas, Diwali, autumn.                  Firework songs performing, playing instruments                  Cooking activities.  <b>Drama:</b>                  Nativity                  Santa workshop role-play                  Post office role-play.                  Songs and rhymes.                  Music and movement.</p>	<p><b>Art:</b>                  Help to decorate the role play areas with notices and signs.                  Exploring colour and colour-mixing  <b>D&amp;T</b>                  Develop their own ideas and then decide which materials to use to express them  <b>Music:</b>                  People who help us songs  <b>Drama:</b>                  Hospital role-play                  Police station                  Fire station                  Dentist Surgery</p>	<p><b>Art:</b>                  Using junk modelling to make 3 pigs houses.                  Making puppets to retell stories.  <b>D&amp;T:</b>                  Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  <b>Music:</b>                  Play instruments with increasing control to express their feelings and idea  <b>Drama:</b>                  Role-playing/ Re-enacting the story of the week.</p>	<p><b>Art:</b>                  Making farm pictures using natural materials.                  Fruit and vegetables printing.  <b>D&amp;T:</b>                  Clay farm animals                  Animal homes                  Making farm vehicles.                  Cooking  <b>Music:</b>                  Farm songs                  Animal songs.  <b>Drama:</b>                  Farm role play, animal masks.</p>	<p><b>Art:</b>                  Sunflower Drawings – Vincent Van Gogh                  Chick drawing  <b>D&amp;T</b>                  Clay modelling                  Junk modelling                  Cooking.  <b>Music</b>                  Life cycle songs.                  Transition songs.  <b>Drama:</b>                  Garden centre/shop role-play                  Re-enacting life cycles.</p>
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