

Percy Main Primary School
EYFS Long Term Overview – Nursery

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/Interests/Lines of Enquiry	<p style="text-align: center;">It's Good to Be Me Starting school Friendships Feelings / Emotions <i>Halloween</i> <i>Bonfire Night</i> <i>Diwali</i> <i>Harvest Festival</i> <i>Christmas</i></p>		<p style="text-align: center;">What's hiding in the Trees?</p> <p style="text-align: center;">Forest School Animals Farm Spring Growing <i>Easter</i></p>		<p style="text-align: center;">Here comes the Sun</p> <p style="text-align: center;">Rockpools Weather Under The Sea Beach Pirates Mermaids Floating and Sinking Materials</p>	
Communication and Language	<p>Sing songs and join in with actions. Develop a bank of songs they are familiar with and can sing from memory. Be supported to develop their spoken language through regular introduction of key vocabulary Use new vocabulary in context in their play Use spoken language to ask and communicate with adults and peers. Engage in story times.</p>	<p>Is able to respond to simple instructions: put on your coat Uses language to express feelings and emotions: <i>I am happy</i> Confident to start a conversation with an adult or their peers. Use new vocabulary in context in their play. Is developing the ability to maintain attention and listening for short periods during key activities and discussions Developing the ability to understand and respond to questions.</p>	<p>Is able to respond to more complex instructions - line up and put on your coat Uses language to express feelings and emotions and explain why. Use new vocabulary in context in their play Can maintain concentration for short periods and is actively involved in discussions Uses questions in their play and in the correct context: 'Why?', 'What?' 'When, How?'</p>	<p>Be able to participate in a small group discussions articulating their thoughts and opinions and using their words and some actions. Listens to the opinions of others and respects their views Use new vocabulary in context in their play Is no longer easily distracted by others and will engage in activities which require attention, listening and recall to be maintained for longer periods.</p>	<p>Use new vocabulary in context in their play Is able to talk more extensively about things they have done, seen or are interested in. Uses talk to pretend in their play and to extend their experiences.</p>	<p>Spoken language continues to develop, new vocab is used correctly in context to enhance and support independent play Sentences are developing and becoming more complex - 4 - 6 words Use new vocabulary in context in their play Understands prepositions - under, on, beside, behind etc. Uses prepositions in the correct context</p>
Learn new vocabulary and use it in their play throughout the Nursery session						
Personal, Social and Emotional Development	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Is able to leave their adult with support Is able to work alongside other children and begins to make friends Communicates with adults Is able to seek comfort when needed Recognises when others may need comfort. Shows some understanding of others are feeling and the emotions they are displaying - sad, happy, upset. Shows some understanding of the impact of their behaviour on others</p>		<p>Is able to leave their adult and enter the setting without needing to be comforted Show resilience and perseverance in the face of challenge and can regulate their emotions without the support of an adult Is able to make new friends and extend upon their friendship group Is able to follow the daily routines with minimal support. Recognises and works within the boundaries in the classroom Developing the confidence to take risks, and try new things independently Can work effectively alongside peers and confident to work independently from peers and staff</p>		<p>Is able to adapt their behaviour appropriately to different situations Reacts well to praise and acts on advice given Has a positive and can do attitude towards their work and participating in activities Is able to describe their feelings and has preferences for what they like and dislike Is able to show compassion for others Continues to develop friendship skills, working with others and recognising the way their behaviour impacts upon their friends</p>	
Learn new vocabulary relating to feelings and emotions and be able to use this to express themselves throughout their session.						
Physical Development	<p>Hold a pair of scissors in one hand and snip with support. Move between two hands when holding a pencil / paintbrush etc but has some preference for a dominant hand Move in a variety of ways with increasing control - hop, skip, jump, climb when the actions are modelled to them Be able to maintain a sitting position for a short period (5mins) as part of a small group without losing balance (develop core strength)</p>	<p>Demonstrate an ability to balance and move in a variety of ways using equipment - scooter, bike, trike, trim trail etc. Is able to walk up an incline or down with out support Demonstrate increasing control in throwing and catching a ball using two hands Show an increasing preference for a dominant hand and holds equipment with some control. Uses lines and circular motions with control - waving a flag , steamers ect</p>	<p>Uses equipment with increasing awareness of risk and safe practise. Hold a pair of scissors correctly in one hand whilst snipping at the paper Begin to show some control when mark making and colouring in. Developing an awareness of toileting, recognising when they may need to go and generally remaining dry throughout the session. Is able to recognise the main parts of their body and name them - head, arms, legs, hands, feet</p>	<p>Is able to put their arm into one sleeve and cooperate with an adult when getting undressed - lift arms to remove jumper / cardigan etc. Is able to describe different tastes and textures and makes independent choices in their food. Is able to mirror the actions of others Enjoys listening to songs and moving in time to the beat / carrying out actions songs when modelled by an adult</p>	<p>Use a comfortable grip when holding a pencil and use it with increasing control. Grip moving towards an adjusted / tripod grip Is able to recognise Healthy choices and say when they are hungry, full or thirsty. Recognises and describes how exercise makes them feel. Is able to use the toilet and identify when they need the toilet independently</p>	<p>Hold a pair of scissors correctly and follow guide as accurately as possible whilst snipping at the paper. Is able to dress themselves by putting on and taking off their jumper / cardigan / coat with minimal support Equipment is primarily held and used in a tripod grip Shows increasingly ability to eat independently- feeding themselves and making healthy choices</p>

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		Accesses the snack area and shows preference for choices they make				
Literacy	<p>Holds a book / device in two hands.</p> <p>Turns pages carefully / uses the device with care navigating the next screen/ app.</p> <p>Demonstrates an ability to choose a book of interest and sit with the book for a short period turning each page.</p> <p>Can listen to a story being read to them and maintain concentration</p> <p>Enjoys mark making in a range of areas</p> <p>Can tell an adult / child about what they have drawn / written</p>	<p>Can talk about what they think the story may be about from the front cover and pictures.</p> <p>Can recall some points of interest from a story that has been read to them.</p> <p>Listens to stories and poems and will repeat the rhyming word</p> <p>Beginning to imitate a story with simple actions when they are modelled to them by an adult</p> <p>Beginning to write for a purpose and describe what they have done - Shopping list etc</p>	<p>Is able to talk about the characters in a story and suggest how the story might end.</p> <p>Handles books and touch screen devices with care and interest.</p> <p>Building up a bank of preferred stories, poems and rhymes and can recall information of these preferences when asked.</p> <p>Can hear the rhyming words in stories they are familiar with and repeat them as part of a small group / 1:1</p> <p>Able to copy actions that are modelled to them when retelling a story</p> <p>Has a developing interest in writing their name and is beginning to seek support for forming the letters they need.</p> <p>Copies letters and words in the environment by mark making</p>	<p>Is able to recall the main features of a story they are familiar with.</p> <p>Revisits stories and poems they recognise and can retell these to their peers / adult</p> <p>Is applying the plot/ characters/ story in their play through actions and role play.</p> <p>Beginning to use actions when looking at stories independently.</p> <p>Developing an interest in writing independently - seeks to write to enhance their play- label a drawing, write an invitation, create new characters.</p>	<p>Developing awareness of rhyme and alliteration - can identify a rhyming picture from a pack</p> <p>Can repeat a rhyming string and offer suggestions with prompts to support - i.e. picture.</p> <p>Is able to join in with repeated refrains and phrases from stories they are very familiar with.</p> <p>Able to suggest alternative endings / alter the characters for stories they are familiar with.</p> <p>Has a developing understanding of how to imitate a story using actions and will suggest actions they would like to include</p> <p>Mark making is becoming more recognisable and purposeful.</p> <p>Letters are beginning to be formed with greater control and accuracy.</p> <p>Name writing is developing and some letters are formed correctly</p>	<p>Attempts to write some letters in their name independently</p> <p>Attempts to form some letters correctly when mark making</p> <p>Writing activities are plentiful and varied shopping list, labels on drawing, name writing on pictures independently</p> <p>Able to follow actions when they are 'Free Talk' i.e. clap, sit, hop, etc</p> <p>Can hear and blend the sounds in words spoken</p> <p>Uses actions, phrases and recall independently in their story telling and in their play</p> <p>Can recall a range of stories they have learnt, giving details of the main plot, characters and endings.</p>
Phonics	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
Mathematics	<p>Enjoys participating in number songs and actions.</p> <p>Beginning to use subitising with adult support.</p> <p>Counts objects by touching or pointing to each one.</p> <p>Has a developing interest in numbers 1 -5 and will repeat them in order when modelled by an adult</p> <p>Demonstrates an interest in shapes by using them in their play</p> <p>Uses resources to make shapes naturally in their play -</p> <p>Is able to sort toys into colours</p> <p>Experiments with filling and emptying containers, measuring and weighing</p>	<p>Recognises and repeats the actions of a range of number songs.</p> <p>Enjoys counting as far as they are comfortable and able.</p> <p>Counts objects and begins to understand when and why to stop at the last one.</p> <p>Can hold up the corresponding number of fingers when singing counting songs and rhymes with adult support.</p> <p>Has an awareness of 2D shapes and can locate them in their environment.</p>	<p>Has a developing awareness of numbers - 5.</p> <p>Counts objects naturally in their play saying number names to 5.</p> <p>Developing understanding of subitising and observed using this independently in their play.</p> <p>Is able to use positional language in their play - <i>The toy is under the table.</i></p> <p>Use shapes in their play and is interested in their names and properties</p> <p>Use resources to join two shapes together in order to make a new one - arch / bridge</p> <p>Is able to sort toys into categories such as colour, shape, size</p>	<p>Is able to use number names in their play</p> <p>Counts objects up to 5 recognising when they have counted the last one.</p> <p>Is developing the ability to link numbers and quantity to 5.</p> <p>Is able to hold up the corresponding number of fingers when singing a number song or rhyme.</p> <p>Uses shapes in their play and can name 2D shapes.</p> <p>Is able to use some vocabulary related to capacity, weight, size and length in their play</p> <p>Is able to count a small group of objects up to 5.</p>	<p>Counts objects naturally in their play saying number names in order above 5.</p> <p>Can describe a route they have taken or are familiar with - walk to school</p> <p>Is able to name 2D shapes they find in their environment</p> <p>Has a developing understanding of 3D shapes</p> <p>Recognises patterns in their environment and recreates patterns independently</p>	<p>Confident to use subitising in their independent play- 1-3 objects.</p> <p>Recognises numbers 1-5 independently throughout the environment.</p> <p>Recognises numbers 1-10 with some adult support.</p> <p>Has an awareness of 2D shapes and can locate them in their environment.</p> <p>Is able to name, recognise and use 2D / 3D shapes in their play.</p> <p>Use vocabulary and makes comparisons relating to capacity, weight, size and length</p> <p>Is able to count a group of objects and so the total</p> <p>Is able to count two groups and recognise the total when added together.</p>
Understanding the World	<p>Talks about the members of their family</p> <p>Begins to question what makes them unique and can describe what they feel is special about them and others.</p> <p>Explores how things work in the indoor and outdoor environment</p> <p>Explores different types of occupations and show preferences for occupations they may have an interest in</p> <p>Shows an interest in digital devices such as IPADS, Tonie box (stories) Beebob etc</p>	<p>Begins to notice the changes in season and their outdoor environment</p> <p>Talks about the impact of these changes and suggests ways to support the wildlife.</p> <p>Talks about and recognises the changes to clothing in relation to the season</p> <p>Explores different types of occupations and show preferences for occupations they may have an interest in</p> <p>Enjoys using toys where they can pull, twist, turn and lift flaps</p>	<p>Is able to follow instructions in order to plant seeds and look after their plants effectively</p> <p>Continues to notice changes in the season and their outdoor environment</p> <p>Is able to explain how things work</p> <p>Explores life cycles - plant and animals and shows some understanding</p> <p>Shows a respect for their environment - indoors and outdoors</p>	<p>Has an interest in other countries - through texts, videos, google maps etc.</p> <p>Looks at what the differences are from where they live to the lives of others around the world - Nurseries, toys, travel etc.</p> <p>Develops an understanding of the impact of not respecting our local environment -litter, pollution etc</p> <p>Is aware of how their behaviour impacts upon the environment</p> <p>Actively engaged and involved in developing a potting area whereby they are able to care for the seeds and wildlife with support.</p>	<p>Begins to notice the changes in season and their outdoor environment</p> <p>Is able to explain the life cycle of a plant in relation to the changes they see around them</p> <p>Children are able to maintain their potting area and care for the living things in the environment</p> <p>Continues to understand and explore how and why things grow, decay and change over time.</p>	<p>Is able to use and follow instructions to complete a game / activity on the Interactive whiteboard</p> <p>Is able to navigate their way around an interactive whiteboard, recognising the back and finish buttons.</p> <p>Remembers significant events and times throughout their Nursery year in and in their family and can describe these to others.</p> <p>Is able to make sense and communicate their own life story and that of others.</p>
<p>Celebrates birthdays- their own and those of the other children in the class</p> <p>Celebrates a range of festivals and events - Harvest Festival, Christmas, Diwali etc</p>						

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Embraces and respects festivals of which they are not familiar or would not normally celebrate - religious celebrations Uses all of their senses to explore and investigate						
Expressive Arts and Design	<p>Begins to make believe in their play with some narrative</p> <p>Enjoys mark making with colours, paints and pencils</p> <p>Joins in with songs, rhymes and actions</p> <p>Uses musical instruments and begins to recognise loud and quiet sounds</p> <p>Show curiosity about their environment, resources and others</p> <p>Uses their senses to explore the world around them</p>	<p>Makes believe, using props to enhance their play</p> <p>Uses small world toys and develops a narrative in their play</p> <p>Begins to mix colours and recognises when changes happen</p> <p>Is able to show their emotions in their drawings or paintings</p> <p>Begin to make more independent choices</p> <p>Use their sense to explore their environment</p>	<p>Develops their imaginative play by using a wider range of vocabulary and self-made props</p> <p>Begins to paint with a purpose and create some recognisable pictures - face, arms, legs etc</p> <p>Uses musical instruments to support their play, stories and ideas</p> <p>Make choices and explore materials</p> <p>Is developing a 'can do' attitude where they persist at an activity and seek to work things out independently</p> <p>Uses construction materials to create den cdbalancing, stacking etc</p>	<p>Extends their play in the small world area by using a range of vocabulary</p> <p>Mixes colours and identifies the new colours that are made</p> <p>Taps out a simple rhythm using body percussion / instruments</p> <p>Make independent choices</p> <p>Creates models and pictures using a range of resources and uses them to support their roleplay - masks, hats, etc</p> <p>Uses lines to enclose a space</p>	<p>Shows more control when making a picture - colouring is controlled with some degree of accuracy.</p> <p>Has developed a range of songs and rhymes that they can recite and sing independently</p> <p>Uses different materials to create joins- staples, sellotape etc</p> <p>Uses instruments to enhance and support their play / role play</p>	<p>Recognises colours on sight and can use them for a purpose</p> <p>Able to create a picture / model and describe the features</p> <p>Can undertake a range of role play situations with confidence and vocabulary that extends their play</p> <p>Uses scissors appropriately, holds them correctly and can snip / cut along a guideline with some accuracy</p> <p>Seek challenge</p> <p>Applies skills they have learnt throughout the year, independently into their play</p>