

LONG TERM CURRICULUM PLANNING OVERVIEW IN NURSERY 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED (Personal, Social and emotional development)	All year we will focus on developing strong, warm, supportive relationships with the children. All staff will support children to understand their own feelings and those of others, by supporting the children to manage their own emotions and develop a positive sense of self. We will encourage the children to set themselves simple goals, have confidence and persist with activities. We will focus on healthy eating and managing personal needs. In addition, we will also support the children to make good friendships, co-operate and resolve conflicts peaceably. + TOILET TRAINING. N1- FOCUS AREA. Basic skills assessments per term include PSED tracking.					
C&L (Communication and Language)	The children will experience a number of good quality conversations with adults in a language rich environment, every session in nursery. Adults will comment on what they see the children are interest in and doing, echoing back what they say with new vocabulary added. Children will experience daily reading and actively engage in stories, non-fiction texts, poems and rhymes, providing them with extensive opportunities to use and embed new words in a range of contexts. New vocabulary for each week will be planned and shared with the parents and carers. Staff will model and support conversations, story telling and role play to enable children to become comfortable using a rich range of vocabulary and language structures. N1- FOCUS AREA. Story time/ rhyme time and wellcomm targets will be 1:1 or in smaller groups. N2- story time/ rhyme time and weekly wellcomm focus will be in larger whole cohort groups.					
PD (Physical development)	Opportunities will be provided all year for children to play both indoors and outdoors, with adults supporting developing each child's gross motor skills, core strength, stability, balance, spatial awareness, co-ordination and agility. Opportunities to develop each child's fine motor skills, precision, hand- eye co-ordination will be available all year e.g. using mark making tools, scissors, small tools etc to develop each child's proficiency, control and confidence from their initial starting point in nursery. In Nursery we also use the Lancashire Primary PE passport app which breaks down the fundamental movement skills into units of work, these skills are covered outside with a focus each week based on the learning objective for each fundamental movement skill. N1- FOCUS AREA. Basic skills assessment track physical progress.					
Overarching topic N2s.	All about me		Community and people who help.		Change and Growth/Animals Traditional tales.	
Predictable interests	Myself My family Where I live My body- body parts My feelings	Oral hygiene Dentist Visits to post a picture home, local shop, local park, allotments, school grounds, woods, retirement home etc. Visitors- police, fire, dentist, doctor, ambulance etc.		Butterflies life cycle Chicks Frogs - visit to pond. Animals- wild, sea, farm, jungle, mini beasts etc. Traditional tales.		
Dates and festivals +Polish festivals. + festivals from other children in nursery.	Autumn Hallowe'en Bonfire Night Christmas St Andrew's Day in Poland. Remembrance day- poppies. Harvest Diwali Eid	World Book Day Valentine's Day Winter- weather/ seasons. Pancake day Grandma's Day in Poland Fat Thursday	Mother's Day Spring. Easter St George's day Marzanna	Growth/Change Weather/seasons- summer. Father's day	Traditional tales. Goldilocks 3 little pigs Gingerbread man Jack and beanstalk. Preparing for transition to school. (for those who are moving up to school)	
Possible texts	Non fiction books and fiction books- ourselves.		Non fiction books and fiction books- people who help us.		Non fiction books and fiction books- change and growth. Traditional stories.	

	BOX of books sorted in cupboard.	BOX of books sorted in cupboard.	BOX of books sorted in cupboard.
Literacy	Books are read to the children every day. 2 books (1 non-fiction, 1 fiction) are chosen for a full week and shared with the families on evidence me at the beginning of a week. Words are selected to be the focus for the week. Parents are asked to practice using these words at home as well. Beginning of week- the book focus is on listening to the book, joining in any repeated refrains etc. End of the week- focus is on language comprehension- answering questions about the text and predicting what might happen next.		
Phonics	<p>N2- FOCUS- Phase 1 aspects 1,2,3,6 and LEARNING NURSERY RHYMES.</p> <p>Carpet time 3 focus every other week will be phonics- teaching and learning at least 10 nursery rhymes off by heart. New songs learnt each week- embedded into rhyme time the following week at end of carpet 2 and 4.</p> <p>N1 focus all year- phase 1 phonics aspects 1-6.</p>	<p>N2- Phase 1 of letters and sounds- aspects 4,5, and 7 are started for the children who are ready.</p> <p>Carpet time focus 1 and 3 every other week- phonics- alliteration, rhyme and oral blending and segmenting.</p> <p>Opposite week- embedding the newly learnt phonics skills into CP. Carpet time 2 and 4- these skills practised.</p> <p>Spring 2- introduce discrete carpet time for phonics.</p>	<p>N2- SUMMER TERM 2024-</p> <p>All children starting school in September 2026, will begin phase 2 of Lancashire Red Rose Letters and Sounds phonics programme. Using plans provided and supplemented by Jolly Phonics songs and silly schools educations songs and phonics play games.</p>
Maths	N1 and N2- Rote counting, counting items, sense of number, ordinal numbers, graphics, vocabulary. Each individual child's baseline knowledge is assessed on entry to nursery. Individual next steps are set for each child, depending on their starting points and learning opportunities are planned to meet each child's targets in these mathematical areas. See also EYFS Learning and Progression Steps for Mathematics.		
	<p>N2- FOCUS- Numbers 1-10.</p> <p>Focus on a number a week- every other week at carpet time. TEACH- Subitising the number, counting the number of objects, counting out, recognising and naming the number, drawing the number, recognising the number on a dice, making the number on the rekenrek, displaying the number on the ten frame.</p> <p>Develop a deep understanding of each number.</p> <p>Opposite week- embedding the number in CP. Use number blocks videos to supplement number of the week.</p>	<p>N2- FOCUS- Shape, space, measure and mathematical concepts.</p> <p>Learn 2D shapes names and properties.</p> <p>Mathematical concepts- more/less/same.</p> <p>Comparatives and superlatives.</p> <p>Opposite week- embedding the shape/ concept in CP.</p>	<p>N2- FOCUS- Numbers 1-10</p> <p>Embed- autumn term learning and....</p> <p>Relationships between the numbers, patterns within the numbers.</p> <p>Opposite week- embedding the number in CP.</p> <p>+Mastering number programme to get ready for Reception.</p>
UW (RE- cover Lancashire Agreed	Knowledge and sense of family. Stories, non fiction books and texts to foster the children's cultural, social, technological and ecological diverse world.	Knowledge and sense of the world around them- visiting parks, local community and school grounds. Visitors in nursery such as police officers, nurses, fire fighters etc. DENTIST and doctor visit. Stories, non	Life cycles. Understanding and knowledge of making sense of the physical world.

<p>Syllabus for RE and any other festivals relevant to children this year.)</p>	<p>.</p>	<p>fiction books and texts to widen and enrich children's vocabulary.</p>	
<p>Computing- Follow school programme.</p>	<p>Visitors in nursery- mum and baby</p>		<p>TRIP- school pond.</p>
<p><i>Links to progression documents.</i></p>	<p>History FOCUS- Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Begin to make sense of their own life-story and family's history.</p> <p>Question- How have I changed since I was a baby?</p> <p><i>Look at similarities, differences, patterns and change between themselves and others, and among families.</i></p> <p><i>Talk about past and present events in their own lives and in lives of family members.</i></p> <p><i>Order simple experiences in relation to themselves using everyday language related to time.</i></p>	<p>History throughout term- Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p> <p>Birthdays/Mother's Day</p>	<p>History throughout term - Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends</p> <p><i>Recognise and describe special times or events for family or friends.</i></p> <p><i>Develop understanding of growth, decay and changes over time</i></p>
	<p>Geography throughout term- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world- animals in small world area/ water/ CP.</p> <p><i>Explore outdoors during all four seasons</i></p>	<p>Geography FOCUS- Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><i>Find out about the environment through people, places, photographs and local visits.</i></p> <p><i>Explore the world around them, commenting on and asking questions about what they see</i></p>	<p>Geography throughout term- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world- where is our new school? Map of school. Know that there are different countries in the world and talk about the differences they have experienced or seen in photo- linked to animals.</p> <p><i>Read stories that explore different seasons and weather.</i></p>

	<p><i>Talk and show awareness of features of the environment around school and in their local area (visits to the park/shop)</i></p>	
Science throughout term - Notices detailed features of objects in their environment- weather, seasons. Enjoys playing with small world reconstructions, building on first-hand experiences.	<p>Science throughout term - Notices detailed features of objects in their environment- weather, seasons. Enjoys playing with small world reconstructions, building on first-hand experiences.</p> <p><i>Describe what can be seen, heard and felt when outside in different seasons</i></p> <p><i>Choose appropriate clothing for different weather.</i></p>	<p>Science FOCUS- Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Enjoys playing with small world reconstructions, building on first-hand experiences. Explore and respond to different natural phenomena in their setting and on trips. Understand how to plant seeds in soil</p> <p>Science investigations- observing over time. Identifying and classifying. Pattern seeking.</p> <p><i>Talk about their observations and comparisons. Observe the natural and made world using their senses. Understand how to plant seeds in soil. Explore plants and animals in the surrounding area. Make observations of animals and plants in their own habitats.</i></p>
RE- Special times- Harvest, Christmas, Diwali. Eid. Follow Lancashire Agreed Syllabus for RE- Autumn term.	<p>RE- Special books- Nursery focus on special books and special objects. Follow Lancashire Agreed Syllabus for RE- Spring term.</p> <p><i>Which stories and books are special for different people and why?</i></p>	<p>RE- Special places- why are these places special to the children. Look at Christian churches, Islamic mosques, Virtual tour of Hindu mandir. How are these similar/ different. Follow Lancashire Agreed Syllabus for RE- Summer term.</p> <p><i>What is special about the world?</i></p> <p><i>Which places are special for different places and why?</i></p>
PSHE- Me and my relationships. Valuing differences. Follow SCARF programme.	<p>PSHE- Keeping safe. Rights and respect. Follow SCARF programme.</p>	<p>PSHE- Being my best. Growing and changing. Follow SCARF programme.</p>
As children's fascinations are evident and when children are naturally inspired by events e.g. birthdays, changes in season, weather, mini beasts found, festivals/celebrations, new apps on the whiteboard etc, these will be explored and developed with the children linking to all aspects of understanding of the world.		
EAD	All year- development of children's artistic and cultural awareness to support their imagination and creativity. Looking at, watching and listening to music, art, role play by staff, visitors to school and watching clips on the internet to develop their understanding, self-expression, vocabulary and ability to communicate through the arts. Opportunities are provided for art and designing and making. Individual next steps are produced to accelerate the progress in each child's	

	learning. Music and being imaginative are covered all year. Also various enhanced role play opportunities are incorporated into the environment throughout the year based on children's own first hand experiences and interests shown.		
EAD focus	Art- Portrait drawings and representations and still life drawings. Focus- colours – learning all colour names and colour mixing. DT- designing and making and structures.	Role play- e.g. set up a shop after visit to local shop and post box after walk to post box. DT- cooking- pancake day	Music and movement- learn names of all different instruments. Listen to instruments. Dance and yoga movements. Drama- acting out traditional stories. DT- Mechanical, electrical and programmable structures- construction area.
<i>Links to progression documents.</i>	Music- Follow Hullabaloo music scheme for music.		
	Art- Explore colour and colour-mixing. Manipulate malleable materials such as Playdough and Plasticine. Roll a ball shape using hands	<i>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i> <i>Safely use and explore a variety of materials, tools and techniques</i>	<i>Experiment with printing with hands, feet and fingers</i> <i>Work on different scales, such as the computers and the interactive whiteboard</i> <i>Talk about what they like/dislike about their work</i>
	DT- Use a variety of construction e.g. blocks, Duplo (All year)	DT- To use scissors to snip and cut across paper (progression of scissors skills throughout the year) <i>To know you need clean/washed hands when handling food (All year)</i>	DT- Whilst making products and/or constructing the children can use hand gestures or talk about what they making.