

Nursery EYFS Long Term Overview 2026-2027

School: North Petherwin	
Completed by a School Leader/ Key Stage Leader: Becky Johns (Nursery Manager)	Name/ Signature/ Date: <i>R. Johns</i> 05/09/21 (updated 01/09/26)
Shared with Curriculum Leaders: Jonny Phillpotts/ Jodie Trevorah	Name/ Signature/ Date: <i>J. Phillpotts</i> 05/09/26
Monitored by Curriculum Leader: To ensure subject coverage and weighting.	Name/ Signature/ Date: <i>J. Trevorah</i> 01/09/26
 Characteristics of Effective Teaching and Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.	
Overarching Principles Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.	

Nursery EYFS Long Term Overview 2026-2027

Early Years Foundation Stage Vision

“Achieving together, inspiring learners for life”

At North Petherwin Primary School, we believe every child deserves to feel safe, valued and inspired from the very beginning of their learning journey. As a small, rural school with a strong sense of community, we place relationships at the heart of everything we do and are committed to providing an inclusive and ambitious curriculum where every child can flourish.

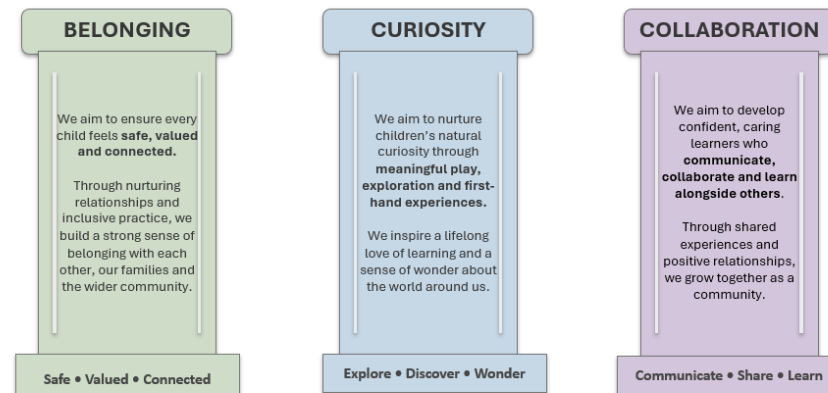
Our Early Years curriculum is carefully designed to develop confident, curious and collaborative learners through meaningful play, high-quality interactions and rich first-hand experiences. Through a balance of child-initiated play and purposeful adult-led learning, we support children to develop the knowledge, skills and attitudes needed for future learning and success.

Our EYFS curriculum is underpinned by three Pillars of Practice which shape every aspect of teaching, learning and provision within our setting:

Our Pillars of Practice

Belonging • Curiosity • Collaboration

These three Pillars of Practice are the foundations of everything we do in our Early Years setting. They shape our curriculum, environment and relationships, supporting every child to thrive as confident, curious and collaborative learners.



Rooted in our rural community, we provide rich opportunities for every child to grow, thrive and reach their potential - now and in the future.

Nursery EYFS Long Term Overview 2026-2027

Belonging

We believe children thrive when they feel a strong sense of belonging. We prioritise warm, trusting relationships with children and their families, creating a welcoming environment where every child feels safe, valued and respected for who they are. Through nurturing interactions and consistent routines, children develop the confidence and emotional security needed to explore, take risks and engage positively in their learning.

We place great importance on children's personal, social and emotional development and support children to recognise, understand and talk about their feelings through daily interactions, circle times and **Chatties** sessions. By getting to know children as individuals and understanding their unique starting points, we support children in developing strategies to manage emotions, build resilience and feel confident within their learning environment.

We want our children to feel happy, safe and confident to speak, share their ideas and express themselves throughout the school day. When children feel secure enough to communicate openly through play, discussion and problem solving, they naturally develop stronger communication and oracy skills. Through emotion coaching and high-quality adult support, children are encouraged to become **reflective, resilient, collaborative** and increasingly **independent** learners who are able to recognise when they need support, regulate their emotions and positively approach challenges.

Positive partnerships with families are central to our practice. We value parents and carers as children's first educators and work closely together to support every child throughout their learning journey. Through regular communication on **Class Dojo**, home-book sharing opportunities and children's paper learning journeys, we celebrate children's achievements and encourage strong connections between home and school.

We recognise the importance of smooth and supportive transitions within the Early Years and beyond. Through transition visits, shared experiences and strong communication with families, we help children to feel secure, confident and ready for the next stage of their learning journey.

Through shared experiences, local links and opportunities to learn together, children begin to understand the importance of kindness, respect and belonging within their local community and beyond. Our curriculum is carefully planned to reflect and celebrate diversity, including gender, disability and a range of cultural backgrounds, ensuring it is inclusive and representative of the world around us. Alongside this, children are encouraged to develop an awareness of sustainability and their role in caring for the environment, helping them to become thoughtful, responsible citizens of the future.*

Nursery EYFS Long Term Overview 2026-2027

Curiosity

We aim to nurture children's natural curiosity and inspire a lifelong love of learning through meaningful experiences, purposeful play and rich first-hand opportunities.

Learning Focus Hook → Topic Map → Responsive Next Steps → Enhanced Provision

Each Half Term begins with an engaging hook or first-hand experience designed to spark awe, wonder and excitement. Adults and children then work together to create topic maps which uncover children's prior knowledge, interests, ideas and questions. We value the unique insights children bring to their learning and use these discussions to shape responsive next steps and enhanced provision opportunities both indoors and outdoors.

By responding to children's interests and allowing their ideas to help lead learning, we create an environment where play is meaningful, engaging and appropriately challenging. Through exploration, sustained shared thinking and high-quality adult interactions, children are encouraged to become **curious, independent, reflective, resilient** and **collaborative** learners who make connections across their learning.

Our enabling environments are carefully designed to promote imagination, creativity and exploration. Our rural setting and weekly **Wild Tribe** sessions provide rich opportunities for children to explore the natural world, experience seasonal change and develop confidence through first-hand outdoor learning experiences.

Reading lies at the heart of our curriculum. Our carefully designed Reading Spine ensures children experience a rich diet of high-quality texts that drive both literacy and the wider curriculum. Stories provide meaningful opportunities to develop vocabulary, knowledge and understanding through discussion, sustained shared thinking and first-hand experiences. Alongside the Reading Spine, our carefully sequenced Vocabulary Progression ensures ambitious vocabulary is introduced, revisited and embedded in meaningful contexts, enabling children to develop increasingly rich language and communicate with confidence. The Reading Spine has also been carefully planned to revisit significant authors and illustrators, enabling children to become increasingly familiar with different storytelling styles, language patterns and artistic techniques while developing a lifelong love of books.

Nursery children participate in **Little Wandle Foundations for Phonics**, **Little Wandle Rhyme Time** and **Foundations for a Love of Reading** sessions which foster a love of stories, rhyme and language from an early age. Both Nursery and Reception children take part in weekly home-book sharing opportunities to further develop a love of reading at home and school. Reception children also participate in daily **Little Wandle** phonics and reading practice sessions. To further develop communication, imagination and early literacy skills, children engage in **Story Dough** and **Story Club** sessions which

Nursery EYFS Long Term Overview 2026-2027

immerse them in storytelling, vocabulary and meaningful mark-making opportunities. Children with identified speech and language needs are further supported through targeted **WellComm** interventions within play and adult-led interactions.

Children also participate in daily **Squiggle Whilst You Wiggle** sessions to support gross and fine motor development in preparation for early writing.

Mathematical language and thinking are developed through practical exploration, discussion and problem solving. We use **NCETM Number** to develop deep understanding of early number concepts and **White Rose Maths** to support learning in shape, space and measure. Children learn through games, investigation and concrete manipulatives which develop confidence, reasoning and mathematical language.

Collaboration

We believe that children learn best when they learn with and from others through play, exploration and high-quality adult interactions. Adults use sustained shared thinking to extend children's ideas, deepen understanding and encourage children to think critically alongside others. We place a strong emphasis on a rich, open-ended play ethos where children are encouraged to share ideas, negotiate roles, solve problems together and build positive relationships. Through collaborative play, partner talk, shared storytelling and group learning experiences, children develop the confidence to communicate, collaborate and learn alongside others.

Our continuous provision is carefully designed to provide meaningful opportunities for children to explore, create and work together at their own stage of development. Through responsive planning, enhanced provision and in-the-moment interactions, adults support children to deepen their thinking, extend their language and make connections within their learning. We value play as a vital part of children's development and believe children need time, space and freedom to become fully immersed in their learning, both indoors and outdoors.

Communication and language are central to our curriculum and high-quality adult interactions are prioritised throughout the day. Through role play, discussion, outdoor teamwork and shared problem-solving experiences, children develop the vocabulary, oracy and social skills needed to express themselves confidently and listen to the ideas of others. We value opportunities for children to learn from one another, share their ideas and contribute their own voice within play and discussion. Through these opportunities, children are encouraged to become **collaborative, reflective, curious** and increasingly **independent** learners.

We value opportunities for children to collaborate beyond the classroom through shared celebrations, local visits, visitors and community experiences which strengthen children's communication, teamwork and sense of connection with others.

Nursery EYFS Long Term Overview 2026-2027

We believe that children's play provides valuable insight into their understanding and development. Observations, discussions and interactions within play help adults to identify children's next steps, interests and achievements. Ongoing assessment, informed by high-quality interactions, observations and our EYFS checkpoints, supports staff in understanding what children know, what they can do and how learning can be further developed. Evidence of children's learning is gathered through observations, photographs, independent work and recorded within children's learning journeys.

*Throughout our curriculum documentation, opportunities to promote **diversity and inclusion** are highlighted in **green**, while links to **sustainability** are highlighted in **yellow**.

Sunbeams Nursery Long Term Curriculum Plan

	Autumn		Spring		Summer	
Lines of Enquiry	Amazing me! <i>Understanding Ourselves</i>		Let's explore! <i>Understanding our community</i>		Isn't it amazing? <i>Understanding the wider world</i>	
	Identity • Relationships • Belonging • Healthy Choices • Seasons and Celebrations		Journeys • Communities • Animals Around Us • Signs of Spring • Adventure		Growth • Life Cycles • Nature • The Coast • Caring for Our World	
NB: These may be adapted at various points to allow for children's interests to flow through the provision						
Core Texts	Year A					
Little Wandle Foundations for Reading Diversity Links Sustainability Links	'Owl Babies' by Martin Waddell Amazing! by Steve Antony LW ? 'We're Going on a Bear Hunt' by Michael Rosen Where's Lenny? By Ken Wilson-Max LW	'We're Going on a Pumpkin Hunt' by Goldie Hawk 'How to catch a star' by Oliver Jeffers Beegu' by Alexis Deacon * Stickman' by Julia Donaldson	* The Train Ride' by June Crebbin * The three Little Pigs- traditional tale 'Car, Car, Truck, Jeep' by Katrina Charman and Nick Sharratt LW	* 'Brown Bear, Brown Bear' by Bill Martin Jnr and Eric Carle * 'Farmer Duck' by Martin Waddell Would you rather? By John Burningham LW	'The Very Hungry Caterpillar' by Eric Carle * 'Oliver's Vegetables' by Vivian French * Planting a Rainbow – Lois Ehlert Errol's Garden by Gillian Hibbs LW	'Shiver Me Timber's by Oakley Graham 'Sharing a shell' by Julia Donaldson * This Beach is Loud' by Samantha Cotterill

Nursery EYFS Long Term Overview 2026-2027

Core Texts	Year B					
Little Wandle Foundations for Reading Diversity Links Sustainability Links	? 'The Colour Monster' by Anna Llenas 'Hello Friend' by Rebecca Cobb LW 'Monster Clothes' by Daisy Hirst LW * 'Elmer' by David McKee	* 'Leaf Man' by Lois Ehler 'Kindness makes us Strong' by Sophie Beer LW * 'The Way Back Home' by Oliver Jeffers * 'The Snow Thief' by Alice Hemming	* 'My two Blankets' by Irena Kobald * 'The three Billy Goats Gruff' Traditional tale 'All through the Night' by Polly Faber and Harriet Hobday LW	'Dear Zoo' by Rod Campbell * 'What the Ladybird Heard' by Julia Donaldson * 'Shh! We Have a Plan' by Chris Haughton	* 'The crunching munching Caterpillar' by Sheridan Cain * 'The Very busy Spider' by Eric Carle Jaspers Beanstalk by Nick Butterworth * 'Omar the Bees and Me' by Helen Mortimer	'Tiddler' by Julia Donaldson * 'The Pirate Mums' by Jodie Lancet-Grant 'The Undersea Cleaning Spree' by Twinkl Originals
Non-Fiction	World Atlas, The children's Bible, Magazines, Recipe Books, Osborne Question and Answer books, Topic specific books, signing books					
Communication and Language	Curriculum Aspiration: A confident Communicator Begins to communicate wants, needs and ideas through words, gestures and play. Develops confidence to listen, take turns in conversation and use an increasingly rich vocabulary through stories, songs, meaningful interactions and sustained shared thinking.					
2-3 years Listening, Attention, and Understanding Speaking	Opportunities for singing, music and toys that make sounds Developing use of single words during play through adult interactions	Listens to and enjoys rhythmic patterns in rhymes and stories Developing ability to put 2/3 words together	Start to say how they are feeling, using words as well as actions (Begin to express themselves) Beginning to ask simple questions	Start to develop conversation, often jumping from topic to topic. Confidently put 2/3 words together. Identifies action words by following simple instructions e.g. who is jumping?	Begin to understand more complex sentences, e.g. put your toys away and sit on the carpet* Listen to simple stories and understand what is happening, with the help of the pictures.	Use language to share feelings, experiences and thoughts. Understanding of simple concepts, fast / slow good/bad Understanding the use of objects. - what do we use to cut
3-4+ years Listening, Attention, and Understanding	Listening to stories and begin to recall information	Sing Songs and Talk about familiar stories	Developing vocabulary Asking and answering questions	Asking and answering questions Developing sentence length	Express a point of view Use talk to organise ideas and play	Confident in listening to others and responding

Nursery EYFS Long Term Overview 2026-2027

<i>Speaking</i>	Developing listening skills					Developing speaking audibly
Registration and Circle times	Develop speaking and listening skills, interactions, following instructions, explaining ideas, thoughts and feelings. The Poetry basket (learn a new poem each week) WellComms (activities planned daily)					
Daily routines	Practice using new vocabulary, develop social phrases, engage in communication with friends and adults, sing songs, sign, explain ideas and thoughts, engage in and talk about books, retell stories/poems and create their own.					
Busy Learning	Learn new vocabulary, engage in singing or talk about the world around them. Learn rhymes and songs. Engage in communication with friends and adults.					
	Possible enhancements					
	Home corner role play area	Party props for relating to real life experiences	Role Play train station	Dear Zoo story props	Butterfly growing kit	Role play ice-cream shop
PSED	Curriculum Aspiration: A Reflective and Resilient Learner Begins to persevere when faced with challenge, explores new experiences with encouragement and develops confidence to try independently. Learns that mistakes are part of learning and begins to reflect on experiences with adult support. Curriculum Aspiration: A Collaborative Learner Begins to play alongside and with others, sharing ideas, taking turns and solving simple problems with support. Develops positive relationships through shared play and discussion.					
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.					
2-3 years <i>Self-Regulation Managing Self Building Relationships</i>	Finding ways of managing transitions, for example from their parent to their key person Interested in their own and others physical characteristics e.g. pointing to features	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Beginning to express preferences and decisions.	Experiments with what their body can do by setting themselves physical challenges Developing an understanding/interest in differences e.g. in gender, ethnicity and ability	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 Begin to use 'you, me and I' in talk	Show empathy and concern for people who are special to them Knows their own name, their preferences and interests, becoming aware of unique abilities	Seeks out others to share experiences Beginning to be able to cooperate in favourable situations
3-4+ years <i>Self-Regulation Managing Self Building Relationships</i>	Talk about feelings e.g. happy and sad Identify feelings in others Select and use resources	Develop a sense of community and responsibility Show increasing confidence in social situations	Developing ways to solve conflicts Shows understanding of rules and why they are important	Develop ways of being assertive Develop independence in managing own care needs	Develop play with others Show increasing confidence in social situations	Demonstrate developing confidence in new situations Independent dressing and self-care making healthy choices

Nursery EYFS Long Term Overview 2026-2027

	PSHE Coram Education-SCARF: Safety, Caring, Achievement, Resilience, Friendship					
	Me & My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
	Marvellous me! I am special People who are special to me	Me and my friends Friends and family Including everyone	People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	Looking after myself Looking after others Looking after my environment	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
Registration and Circle times	Develop speaking and listening skills, self-esteem, a sense of community, understanding of how their behaviour affects others, problem-solving, a sense of responsibility and improved relationships between children, and between children and their teacher.					
Daily routines	Self-registration, song and story-time, lunch choosing, book voting, tidy-up time, washing hands independently, change into wet weather gear, use toilets with support, snack time (free-flow during busy learning), lunchtimes, getting ready for home, follow the class rules/charter, to be ready, safe and respectful					
Busy learning	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others					
Physical Development	Curriculum Aspiration: A Healthy and Active Learner Develops strength, coordination, control and confidence through active play, outdoor learning and purposeful fine and gross motor experiences.					
<i>Gross Motor Skills</i>	 Develop movement skills- gross motor, body control and strength. Gross Motor Skills: • Climbing on various equipment • Crawl, walk, run, jump, matching skill to task • Use large muscle movements to wave flags and streamers • Kick, throw and catch a ball • Clap and stamp to music • Dance and hold a pose • Paint and make marks • To be able to begin to sit on a push-along wheeled toy (2-3 years) • Riding tricycles (3-4 years) • Going up and down stairs • Carrying heavy items • Washing windows and toys • Building with large construction					
<i>Fine Motor Skills</i>						

Nursery EYFS Long Term Overview 2026-2027

	Develop fine motor skills- scissor skills, cutlery, preference for a dominant hand Fine Motor Skills: • Use tools and equipment like spades, spoon and fork, water jugs, scissor scoops, tweezers, large pipettes • Funky finger activities • Play-dough (dough disco) • Tearing Paper • Scissors- sniping paper progressing to moving forwards • Mark making using a variety of tools and media • Use of Clips, Clasps, zips, buttons, screwing Jars and nuts and bolts • Finger Puppets					
Literacy	Curriculum Aspiration: A Reader and Storyteller Develops a love of stories, rhyme and books through the Reading Spine, joining in with repeated language, talking about pictures and retelling familiar stories through play. Begins to use newly introduced vocabulary in meaningful contexts. Curriculum Aspiration: A Confident Writer Uses drawing, mark-making and early writing to communicate ideas, experiences and stories with increasing confidence.					
2-3 years	Getting to know routines Little Wandle Foundations for a love of reading Squiggle While We Wiggle 					
Word Reading	Enjoys songs and rhymes tuning in and paying attention	Enjoys sharing books with an adult	Has favourite books and seeks them out, to share with an adult	Ask questions about the book. Makes comments and shares their own ideas	Develop play around favourite stories using props	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone
Writing	Copy finger movements and other gestures	Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat	Repeat words and phrases from familiar stories	Join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments	Beginning to join in with conversations about stories and learn new vocabulary	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)
Comprehension	Pay attention and responds to the pictures or the words in books	Enjoys listening or joining in with words of familiar songs and nursery rhymes	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phase 1 phonic activities)	Sing songs and say rhymes independently, for example, singing whilst playing.		
	Enjoy making marks freely	Pay attention and responds to the pictures or the words in books	Enjoys mark making on paper, on screen and on different textures,	Add some marks to their drawings, which they give meaning to.		Sing songs and say rhymes independently, for example, singing whilst playing

Nursery EYFS Long Term Overview 2026-2027

		Enjoys making marks freely	such as in sand or playdough and through using touch-screen technology	For example: "That says mummy."		Repeat words and phrases from familiar stories To begin to make marks independently.
3-4+ years	Little Wandle Foundations For a Love of Reading /Rhyme Time Squiggle While We Wiggle Little Wandle Foundations for Phonics 					
<i>Word Reading</i>	Enjoys making marks independently	Begin to develop phonological awareness.	Develop language of direction (up down, round, and back)	Talks about the different parts of a book	Develops Understanding of the five key concepts about print:	Joins with oral blending and segmenting games.
<i>Writing</i>	Joins in with a range of Nursery Rhymes, jingles and songs	Begin to count or clap syllables	Can access a wide range of mark making materials in class and in the outdoor provision	Discriminates between different sounds (animal)	- print has meaning -Page sequencing - print can have different purposes	Begins to blend and segment CVC words
<i>Comprehension</i>	To be able to enjoy stories with adults, sometimes in a small group	Develop use of some story language	Makes marks using a range of materials	Recognises rhyming words in games, stories and poems.	- we read English text from left to right and from top to bottom - the names of the different parts of a book	Joins in with shared writing experiences and contributes ideas
	To begin to develop play around favourite stories using props	Learns new vocabulary from texts and topics	Imitate writing in play situations e.g. shopping lists, parking tickets	Recognises familiar logos and labels in the environment	Makes predictions about stories	Recognises rhymes and alliteration
	Discriminates between different sounds. (Environmental and instrumental sounds)	Develop understanding of concepts e.g. same/different		To know that text has meaning.	Can re-tell familiar stories using a story map	Recognises initial sounds in words
	Talks about pictures in books	Join in with Dough Disco sessions		Builds an understanding that text is read from left to right	Talks about different parts of a story. (Beginning, middle, end)	Joins in with weekly Little Wandle phonic sessions introducing 3 phonemes each week
					Demonstrates an understanding of what has been read to them by retelling stories and	Recognises name
						Write some or all of my name
						Write some letters accurately

Nursery EYFS Long Term Overview 2026-2027

					narratives using their own words and recently introduced vocabulary Begin to recognise Name	
Little Wandle Rhyme Time	Miss Polly had a Dolly Humpty, Dumpty Ring-a-Ring-a-Roses The Grand Old Duke of York	Pat-a-Cake Twinkle, Twinkle, Little Star Hickory, Dickory, Dock	Down at the Station The Wheels on the Bus Row, Row, Row your Boat	Incy, Wicny Spider Baa, Baa, Black, Sheep Hey, Diddle, Diddle	Round and Round The Garden Mary, Mary, Quite Contrary One, Two, Buckle my Shoe	12345, once I caught a fish alive A Sailor Went to Sea Jack and Jill Wind the Bobbin Up
Maths	Curriculum Aspiration: Develops early mathematical language and thinking through practical exploration, play and discussion. Notices pattern, quantity, shape and measure in meaningful everyday experiences.					
	<i>NB: These statements have been split for extra focus but will be revisited throughout the year in maths rich continuous provision and progression will be determined by assessment</i>					
2-3 years <i>Number</i> <i>Numerical Pattern</i> <i>Shape and Space</i>	Maths: Noticing number React to changes of amount in a group of up to three items Say some number names randomly Take part in finger rhymes/counting rhymes	Maths: Comparing and combing objects Compare saying lots, more, the same Combine objects like stacking blocks and cups. Put objects inside others and take them out again Beginning to recite some number names in sequence Build with a range of resources	Maths: Counting skills and categorising Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Recites some number names in sequence Beginning to categorise objects according to properties such as shape or size	Maths: Developing understanding of language Compare saying bigger, smaller, high, low, tall, heavy Developing understanding of positional language Recites numbers in sequence 1-5	Maths: Counting skills Say one number for each item in order: 1,2,3 (maybe more) Recites numbers past five sometimes in sequence Recognise some numerals of personal significance Selects a small number of objects from a group when asked	Maths: Shape exploration, measure & pattern Counting to 5/10 Make simple comparisons between objects relating to size, length, weight and capacity Exploring shapes in play Complete an inset puzzle Notices simple patterns and arrange things in patterns

Nursery EYFS Long Term Overview 2026-2027

3-4+ years <i>Number</i> <i>Numerical Pattern</i> <i>Shape and Space</i>	Maths: Colour and Shape	Maths: Counting skills, subitising and patterns	Maths: Composition and number recognition	Maths: Number and Measure	Maths: Sequencing and position	Maths: Composition, more and less, consolidation
	Explore colour and colour mixing	Counting to 5/10	Say one number for each item in order: 1,2,3,4,5.	Recite numbers past 5.	Compare saying ‘more than’, ‘fewer than’	Realises that not just objects can be counted
	Make comparisons between objects relating to size	Subitising objects to 3	Introduce that numbers are made up of smaller numbers (composition) 1-5	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’	Finds one more or less with objects
	Compare sizes using gestures and language: ‘big/little/small’	Knows last number reached is the total (cardinal principle)	Knows last number reached is the total (cardinal principle)	Number recognition.	Understand position through words alone for example, “The bag is under the table,” with no pointing.	Say a number one more than the given number to 5
	Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat	Showing numbers on fingers	Number recognition.	Link numbers to amounts	Exploring measures	Can count irregular arrangements to 10
	Extend and create ABAB patterns – stick, leaf, stick, leaf.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper, using informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc..	Starting to describe shape	Notices & corrects an error e.g. on a number line	
	Select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc.	Notice and correct an error in a repeating pattern.	Experiment with their own symbols and possibly numerals.	Make comparisons between objects relating to size, length, weight and capacity.	Using prepositions in their play and games	
		Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round.			Talk about routes and locations	
Key Maths Texts Link to Master the Curriculum	Red-A crayons story-Michael Hill Big, Yellow Digger-Julia Jarman The Rainbow Fish-Marcus Pfister Elmer-David Mckee Mix it Up-Herve Tullet Simon Sock-Sue Hendra Exactly the Opposite-Tana Hoban Sort it out-Barbara Mariconda 1,2,3 to The Zoo-Eric Carle Beep, Beep, Vroom, Vroom-Stuart J Murphy Pattern Fish-Trudy Murphy		The Three Little Pigs The Three Billy Goats Gruff It’s not easy being number three-Drew Deravich Pete the Cat and his 4 Groovy buttons-James Dean Spots and Dots by Helen Baugh and Marion Douchars Anno’s Counting book-Mitsumasa Anno Six Dinner Sid-Inga Moore Jasper’s Beanstalk-Nick Butterworth How Much Does a Ladybird Weigh?-Alison Limentani		Over Bear-Under where? Julie Hedlund Rosie’s Walk-Pat Hutchins Anno’s Counting Book -Mitsumasa Anno My Granny went to the Markey-Stella Blackstone Shapes with Little Fish-Lusy Cousins Bear in a Square-Stell Blackstone Nibbles Numbers-Emma Yarlett Nursery rhyme books-to make sequence cards	

Nursery EYFS Long Term Overview 2026-2027

Nursery Rhymes Link to Master the Curriculum	1,2,3,4,5 Once I caught a fish alive 1 potato, 2 potato, 3 potato 4 5 little speckled frogs 5 Little Ducks went swimming one day 5 Current buns 5 Fat sausages 1 Finger, 1 Thumb 1,2 Buckle my shoe 2 Little Dickie Birds Head. Shoulders, Knees and Toes Zoom, Zoom, Zoom	Three Blind Mice Three Little Kittens 5 Snowmen 4 Teddy Bears 5 Fingers Alice the Camel Sing a song of Sixpence I'm a Little Bean 5 Cheeky Monkeys swinging in the trees When Goldilocks went to the House of the Bears	5 Little Men in a Flying Saucer Humpty Dumpty Sat on a Wall One Elephant Went Out to Play Ring-a Roses London Bridge is Falling Down One Big Hippo Sleeping Bunnies 5 Cheeky Monkeys jumping on the bed 5 Little Apples			
Understanding the World (Links to History, Geography, Science, Computing, RE)	Curriculum Aspiration: A Compassionate Citizen Develops kindness, empathy and respect through positive relationships, stories and shared experiences. Begins to understand how to care for others, living things and the environment.					
	Curriculum Aspiration: A Curious Explorer Explores with curiosity through meaningful play, first-hand experiences and outdoor learning. Notices change, investigates with their senses and begins to ask questions about the world around them.					
2-3 years <i>People, culture, and Communities</i> <i>Past and Present</i> <i>The Natural World</i> Links to sustainability	Shows interests in photographs of themselves and other familiar people and objects Learns they have similarities and differences which connect them to and distinguish them from others Repeat actions that have an effect (exploring how things work)	Demonstrates curiosity about people and shows interest in stories about people, animals or objects. Explore and respond to different natural phenomena e.g. standing in the rain with wellies and umbrellas, crunching in frost, searching for bug etc.	Notice differences between people. (culture, family days/ photos) Enjoys playing with small world reconstructions building on their own experiences e.g. visiting farms, train track, beach, park etc. Talk about their own experiences	Can talk about their immediate family, relations and pets Talks about some of the things they've observed such as plants, animals, natural and found objects Explore collections of materials with similar and/or different properties.	Remembers a special event and shows interest in the lives of people who are special to them Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices) Beginning to make comments about plants, seeds and caring for growing plants.	Make connections between the features of their family and other families Notice differences between people Notices detailed features of objects in their environment Explore and respond to different natural phenomena in their setting and on trips

Nursery EYFS Long Term Overview 2026-2027

	Beginning to explore natural materials, indoors and outside. (curiosity, loose parts natural thinkers)					
3-4+ years <i>People, culture, and Communities</i> <i>Past and Present</i> <i>The Natural World</i> Links to sustainability	Begin to make sense of their own life story Notices differences and connections in people and families Show interest in different occupations Explore materials with different properties	Begin to make sense of their own life-story and family's history Develop positive attitudes to people and their differences In pretend play imitates events from own family or cultural background Talk about the differences between materials and changes they notice. (Snow, Ice melting)	Talk about why things happen and how things work using a wide vocabulary Explore collections of materials, talk about their observations Knows there are different places and countries in the world Explore and talk about different forces	Begin to understand the need to respect and care for the natural environment and all living things Use all their senses in hands on exploration Know that animals live in different parts of the world	Continue developing positive attitudes about the differences between people Understand the need to care for and respect the environment for example, plant seeds and care for plants Understand the key features of the life cycle of a plant and animal Begins to notice changes in things e.g. when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed	Understand that their friends might do things differently to them e.g. eating different foods at home or celebrating events with their families at different times Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos Talk about different environments and the animals and plants which live and grow there
Technology 2-3 years	Toys with buttons, flaps and simple mechanisms, beginning to learn to operate them.		Mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on a friction car.		Plays with water to investigate 'low technology' such as washing and cleaning. Uses pipes, funnels and other tools to carry and transport water from one place to another	
Technology 3-4+ years	Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support		Toys with knobs or pulleys, or real objects such as cameras or mobile phones. To be able to begin to acquire basic skills in turning on and operating some ICT equipment		Age-appropriate apps on the Interactive WB and iPad.	

Nursery EYFS Long Term Overview 2026-2027

Expressive Arts and Design (Links to Art, DT, Music and Drama)	Curriculum Aspiration: A Creative Thinker Explores, creates and expresses ideas through art, music, role play, storytelling, construction and imaginative play. Begins to use experiences and stories to inspire creativity.					
2-3 years <i>Creating with materials</i> <i>Being Imaginative</i>	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	Notices and becomes interested in the transformative effect of their actions on materials and resources	Manipulate and play with different materials using various tools like scissors, cutters, hammers.	Make simple models which express their ideas. Makes marks intentionally. (in flour, sand, pens, crayons, paint etc.)	Explore different materials, using all their senses to investigate them. Build simple models or structures	Start to develop pretend play Enjoys and responds to playing with colour in a variety of ways
3-4+ years <i>Creating with materials</i> <i>Being Imaginative</i>	Colour awareness and mixing Make simple models which express their ideas	Listen to sounds with increasing attention Join different materials and explore different textures Develop pretend play	Develop small world imaginative play Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Develop stories using small world equipment like animal sets, dolls and dolls houses etc Develop pretend play with others Use available resources as props	Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore colour and how colour can be changed	Develop pencil and tool control to create complex and detailed pictures. Safely use and explore lots of different tools such as hammers, scissors, hole punches and saws Makes up stories when playing Draws for a purpose
Music	We aim to become a "Music Mover and Grover" who can discern a few instruments, attempt to play them loudly, softly, fast and slowly whilst developing an ear for rhythm.					
2-3 years	Explore their voices and enjoy making sounds. Move and dance to music	Show attention to sounds and music (when you play different cultural/genre/tempo music etc.)	Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)	Join in with songs and rhymes, making some sounds.	Explore a range of sound-makers and instruments and play them in different ways.	Make rhythmical and repetitive sounds. Enjoy and take part in action songs

Nursery EYFS Long Term Overview 2026-2027

3-4+ years	Creates sounds by rubbing, shaking, tapping, striking or blowing	Experiments with ways of playing sound makers e.g. fast/slow, loud/quiet	Remember and sing entire songs Pitch match songs To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.	Plays instruments with increasing control to express feelings and ideas Move in a range of ways	Create their own songs and rhythms Join in with simple songs from around the world.	Sings familiar songs e.g. pop songs, TV shows, rhymes, songs from home
Enrichment opportunities: Sustainability Links	Wild Tribe Breaking bread	Wild Tribe Nurse/Midwife visit	Wild Tribe Video Link with Pen-Pal in Dubai	Wild Tribe Pet visit	Wild Tribe Planting seeds Growing and releasing Butterflies	Wild Tribe Pop-Up Role Play Village
Important to note:	<i>Children join our setting at various times of the year and at different ages. Children will always be assessed when they start and their learning and development journey will be individual to them. This curriculum enables us to sequence and structure activities across the year to ensure adequate coverage across all 7 areas of learning and development. Although some statements have been split for extra focus, they will all apply on an ongoing basis/be revisited throughout the year.</i>					
References	Development Matters (2021) Department for Education Birth to 5 Matters (2021) Early Years Coalition					