



EYFS – Nursery Long Term Overview Coverage for 2025-2026

Cornerstones units covered and term completed

Autumn 1 Animal Safari



This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.

Autumn 2 Starry Night



This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.

Spring 1 Let's Explore



This project teaches children about the environments that they share with others, including their homes, school and places in the local community.

Spring 2 Puddles and Rainbows Signs of Spring



This mini project teaches children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world.

Summer 1 Sunshine and Sunflowers



This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.

Summer 2 On the Beach



This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.

Communication and Language

‘The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures’. (EYFS Framework 2024)

Listening, attention and understanding

Autumn Term		Spring Term		Summer Term	
The children will be learning to...	The children will be learning to...	The children will be learning to...	The children will be learning to...	The children will be learning to...	The children will be learning to...
<ul style="list-style-type: none"> • Listen and respond to adults • Listen to and join in with core stories • Follow a simple instruction 	<ul style="list-style-type: none"> • Know and repeat phrases from familiar stories • Begin to understand and respond appropriately to what, when and where questions 	<ul style="list-style-type: none"> • Know how to add past tense and plurals to some words correctly 	<ul style="list-style-type: none"> • Know and sing independently one or two favourite songs • Respond to a two-part instruction 	<ul style="list-style-type: none"> • Begin to understand and respond appropriately to how and why questions 	<ul style="list-style-type: none"> • Give a key explanation when asked ‘why?’ e.g. when talking about resources chosen for a model etc..

Speaking

<ul style="list-style-type: none"> • Know and use some vocabulary linked to the school environment • Gain someone’s attention by saying their name • Join in with some words of simple songs and rhymes 	<ul style="list-style-type: none"> • Speak in sentences of 4 or 5 words • Know and join in with a selection of simple songs and rhymes • Initiate a conversation with a friend or a familiar adult • Know and use language relating to feelings e.g. happy, sad, grumpy etc.. • Know how to take turns in conversation and listen to others 	<ul style="list-style-type: none"> • Respond with appropriate comments when talking to an adult or friend • Look at a book independently or with a friend, talking through the pictures and using some of the language from the story to retell it • Ask simple questions • Begin to use new words introduced 	<ul style="list-style-type: none"> • Know how to talk about own feelings and those of others • Talk about what they are doing in play • Know and use some describing words when talking about the world around them • Begin to use new words introduced 	<ul style="list-style-type: none"> • Involve others in play by using talk to organise • Know a long story and re-tell it in own words • Widen independent use of new words introduced through the key books 	<ul style="list-style-type: none"> • Extend sentences used when talking by using conjunctions • Express own views and debate when they disagree • Confidently use a variety of new words introduced through the key books throughout the year • Engage in back and forth conversation with a friend or adult
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through the key
books, when
modelled by an adult

through the key books
independently

Personal, Social and Emotional Development

‘Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life’.
(EYFS Framework 2024)

Self-Regulation

Autumn Term		Spring Term		Summer Term	
The children will be learning to... <ul style="list-style-type: none"> Know that it is safe to leave their parent/carer Explore the continuous provision areas and equipment within the indoor and outdoor spaces 	The children will be learning to... <ul style="list-style-type: none"> Begin to know behaviour expectations and follow them with support Be willing to try new foods 	The children will be learning to... <ul style="list-style-type: none"> Know some vocabulary to talk about feelings e.g. happy, sad, cross, excited Be confident to explore new experiences Know who to ask for help 	The children will be learning to... <ul style="list-style-type: none"> Use the areas of provision with more independence Know that it is okay to make mistakes 	The children will be learning to... <ul style="list-style-type: none"> Talk about things that are the same and different between themselves and others Make the right choices 	The children will be learning to... <ul style="list-style-type: none"> Explain own feelings in detail e.g. I am happy because...

Managing Self

<ul style="list-style-type: none"> Know where to put their coat and bag Know how to complete self-regulation Develop self-help skills, e.g. putting own coat on, going to the toilet, washing hands 	<ul style="list-style-type: none"> Know where things belong and help to tidy away when finished, supported by an adult Use the toilet independently and wash their hands afterwards 	<ul style="list-style-type: none"> Manage their own emotions Know how to use equipment appropriately 	<ul style="list-style-type: none"> Know a wider range of vocabulary linked to feelings and use it in context e.g. grumpy, scared, worried, frightened Know to try another way if something doesn’t work 	<ul style="list-style-type: none"> Extend their play through talk and additional resources Identify foods that are healthy and foods that are not so healthy 	<ul style="list-style-type: none"> Have the emotional resilience to manage school transitions
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Building Relationships

- Know who their teacher and key worker is

- Notice and talk about some things that are the same and different between themselves and others
- Know who they want to play with and where
- Begin to share toys and play co-operatively with others
- Have the confidence to ask and answer questions

- Know how to share toys with others more independently
- Know how to take turns with others
- Develop confidence to express own ideas and needs

- Notice how others are feeling
- Help others if they are struggling

- Play collaboratively with others
- Gain confidence around adults who are less familiar to them

- Know how to solve conflicts with others
- Know why they need to make the right choices
- Know why they need to take turns and share with others

Physical Development

‘Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁹. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence’. (EYFS Framework 2024)

Gross Motor Skills

Autumn Term		Spring Term		Summer Term	
<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Know how to take off and put on their own coat • Walk safely indoors and run safely outdoors • Develop their own spatial awareness • Know how to use basic equipment indoors and outdoors appropriately • Do whole body movement to join in with action songs 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Know how to use the climbing equipment outdoors with some support • Climb up the steps to the slide with support • Sit down at the top of the steps in order to come down the slide with support • Know how to use their legs to push themselves along on a bike or scooter • Explore playing with bats and balls, making contact with their foot or hand and the ball with some consistency 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Use the climbing equipment outdoors more independently • Climb up the steps and down the slide independently • Balance on a bike or scooter when going around the track • Push and pull with strength and co-ordination e.g. wheelbarrows, prams, • Make large and accurate arm movements to go up and down, round and round, side to side with ribbons and scarves 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Ride a bike or scooter around the track with good control • Be able to turn to go in a different direction when riding bikes or scooters • Climb, balance, run, jump, skip independently and with good control • Know how to make a ball go in the different direction intended when kicking or throwing 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Be more adventurous on the climbing equipment outdoors e.g. know how to balance on the beams, stand on one leg etc.. 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Go in and out of obstacles/cones on their bike or scooter • Throw and catch with increasing accuracy

Fine Motor Skills

<ul style="list-style-type: none"> • Know how to put things together to build 	<ul style="list-style-type: none"> • Know how to do basic dough disco actions e.g. 	<ul style="list-style-type: none"> • Know how to hold and use a knife, fork and spoon correctly 	<ul style="list-style-type: none"> • Begin to use scissors with more control to 	<ul style="list-style-type: none"> • Use a pencil with increasing control to 	<ul style="list-style-type: none"> • Use scissors with more control to cut around shapes with some accuracy
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- Hold a paintbrush/pencil/chalk and make marks with it
- Begin to hold scissors correctly to snip
- Complete inset jigsaws
- Pick up small objects with their fingers e.g. beads or buttons

- pinch, role, squeeze, poke
- Use tools to cut dough e.g. shapes, garlic press, plastic knives, scissors
 - Know how to use tweezers to pick up objects and move them from one place to another
 - Begin to take off and put on their own wellies and shoes
 - Use mark-making tools with increasing control to draw circles and lines

- Begin to fasten their own coat with support
- Manipulate dough with their hands to make things and add features

- cut around shapes with some accuracy
- Begin to fasten own zip/buttons independently
 - Know how to use pencils/pens/paintbrushes to draw a recognisable picture

- write letters from their name
- Begin to add detail to their pictures
 - Have a steady hand and good hand-eye co-ordination when building with bricks so that they don't fall over

Literacy

'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)'. (EYFS Framework 2024)

Word Reading

Autumn Term		Spring Term		Summer Term	
The children will be learning to... <ul style="list-style-type: none"> Identify some sounds in the environment 	The children will be learning to... <ul style="list-style-type: none"> Know that books have words and pictures Know which way to hold and turn the pages 	The children will be learning to... <ul style="list-style-type: none"> Fill in the rhyming words when an adult is reading Sing or chant a rhyming string with an adult 	The children will be learning to... <ul style="list-style-type: none"> Know some words/logos from the local environment Know and say which words have the same initial sound Know how to say initial sounds clearly and recognisably Sort and match objects correctly according to the initial sound 	The children will be learning to... <ul style="list-style-type: none"> Know how to orally blend phonemes to recognise the whole word Know which objects match the phonemes said Know how to blend words that begin with the same initial phoneme 	The children will be learning to... <ul style="list-style-type: none"> Know how to blend phonemes into words when playing games Know how to segment words into phonemes

Comprehension


<ul style="list-style-type: none"> Know some simple songs, rhymes and stories and be able to join in with them Listen to and enjoy a repetitive story Talk about what they can hear 	<ul style="list-style-type: none"> Join in with repeated phrases in familiar stories Copy a beat or sound Know which sounds are loud and which sounds are quiet 	<ul style="list-style-type: none"> Know what the book is about Attempt to retell a familiar story independently Know and suggest which words rhyme 	<ul style="list-style-type: none"> Know and talk about their favourite story/book 	<ul style="list-style-type: none"> Re-tell one or two favourite stories, using the book to help Know and talk about what happens next in the story 	<ul style="list-style-type: none"> Confidently talk about stories they are familiar with and the characters in them
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Writing

	<ul style="list-style-type: none"> Know which is their name and select it from a group 	<ul style="list-style-type: none"> Know how to write the first letter of their 		<ul style="list-style-type: none"> Emergent write labels for models, lists, labels for pictures etc.. 	<ul style="list-style-type: none"> Know how to write their own name with some letters formed correctly
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<ul style="list-style-type: none"> Know how to create marks using a range of resources 	<ul style="list-style-type: none"> Begin to mark-make own name 	name with correct formation		<ul style="list-style-type: none"> Begin to write some letters in their own name correctly 	<ul style="list-style-type: none"> Begin to write other letters
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Phonics

	Teach children to name the pictures	Teaching the sounds: Read and write the single letter sounds	Teaching the sounds: Read and write the single letter sounds	Teaching the sounds: Read the set 1 digraphs	Teaching blending: Word Time	Teaching blending: Word Time
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Mathematics

‘Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes’. (EYFS Framework 2024)

Autumn Term		Spring Term		Summer Term	
<p>The children will be learning to...</p> <ul style="list-style-type: none"> Join in with number songs and counting rhymes Know the colours red, blue, yellow and at least one more Know how to sort objects by shape, colour or size Know how to match objects according to colour, shape or size 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> Subitise 1 and 2 Know the different ways to make 1 and 2 Know how to count to 2 objects accurately Know the numerals 1 and 2 Show 1 and 2 on their fingers Explore AB/ABC patterns – know how to extend and copy 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> Subitise to 5 Explore composition of numbers up to 5 in play Know how to count up to 5 objects accurately, pointing to each one and saying the numbers in order Show numbers to 5 on their fingers Explore and match shapes with 3, 4 and 5 sides Know how to use shapes appropriately in play 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> Subitise to 6 Explore the composition of numbers up to 6 Know how to count to 6 objects accurately Show numbers to 6 on fingers Compare, match and sort according to size, length, weight and capacity Use age-appropriate vocabulary to talk about size, weight and capacity 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> Talk about more than, less than and fewer than Know and say which group has more/less Use some age-appropriate mathematical language to talk about 2D and 3D shapes (e.g. side, corner, straight, round) Confidently count sets of objects and match with the correct numeral 	<p>Th children will be learning to...</p> <ul style="list-style-type: none"> Understand and use positional words such as under, on top, behind, in front and next to Talk about a route that is familiar Know how to write some numerals in context e.g. 4 on a birthday card, a numeral to record how many balls went in the bucket etc.. Know how to solve problems with numbers in play e.g. How many aprons do we need?

Understanding the World

‘Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension’. (EYFS Framework 2024)

Past and Present

Autumn Term		Spring Term		Summer Term	
The children will be learning to...	The children will be learning to...	The children will be learning to...	The children will be learning to...	The children will be learning to...	The children will be learning to...
<ul style="list-style-type: none"> • Know and talk about who lives in their house/who is in their family 	<ul style="list-style-type: none"> • Know and talk about wider family members 	<ul style="list-style-type: none"> • Notice and talk about what is the same and what is different e.g. in relation to seasons, day and night, people and homes 	<ul style="list-style-type: none"> • Join in celebrating Easter 		<ul style="list-style-type: none"> • Know the names of some people who have helped them

People, Culture and Communities

<ul style="list-style-type: none"> • Know and talk about who lives in their house/who is in their family • Explore the nursery environment using their senses 	<ul style="list-style-type: none"> • Join in celebrations and special days e.g. birthdays, Diwali, Remembrance Day and Christmas 	<ul style="list-style-type: none"> • Join in celebrating Chinese New Year – including dressing up, using chopsticks and eating Chinese food 	<ul style="list-style-type: none"> • Begin to know what happens during Ramadan e.g. pray and fast • Join in celebrating Easter 	<ul style="list-style-type: none"> • Join in celebrating Eid including dressing up, eating special food and role play 	<ul style="list-style-type: none"> • Know the names of some people who have helped them
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The Natural World

<ul style="list-style-type: none"> • Begin to talk about what they can see (e.g. in relation to the weather or in play) • Know the names of some of the animals in the topic • Know that a zoo is where wild animals live 	<ul style="list-style-type: none"> • Know that it is autumn • Know that in autumn the leaves change colour and fall off the trees • Explore cause and effect e.g. wind-up toys, a tower of bricks falling over when it’s too tall, 	<ul style="list-style-type: none"> • Know some features of a park and woods • Know that in winter it is cold, it might snow, there is ice, and we wear warm clothes • Know that the sun comes out in the day 	<ul style="list-style-type: none"> • Know that in spring flowers and trees grow and baby animals are born • Know and talk about the places and weather in the bear hunt story 	<ul style="list-style-type: none"> • Know that a plant needs water and sun to grow • Name some of the parts of a plant • Know that chicks hatch out of eggs • Know that caterpillars turn into butterflies 	<ul style="list-style-type: none"> • Know that a map helps us to know where to go • Know that they live in Roade which is in England • Know that there are different countries in the world • Know that in summer the weather gets warmer, we
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something heavy
sinking in the water tray

- Know that some animals are awake at night

and the moon comes
out at night

- Talk about the changes they see as the plants grow and the caterpillars turn into butterflies

wear shorts, t-shirts,
sunglasses and that we put
on sun-cream to keep us
safe in the sun

- Talk about the features of a seaside

Expressive Arts and Design

‘The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe’. (EYFS Framework 2024)

Creating with Materials

Autumn Term		Spring Term		Summer Term	
<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Know where they can find resources they need to build, paint, make things, tell stories etc.. • Know how to build a tower of bricks so that it doesn’t fall over • Use the equipment in the role play areas appropriately, and begin to pretend 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Know how to join things together using glue, tape and string • Draw or paint a picture and say what it is • Explore what happens when colours mix 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Make own props to retell a story • Know how to draw a simple face or person • Know that when you mix two colours together it makes a different colour • Make a collage or model using own choice of materials 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Choose what they want to make and which materials they will need • Draw or paint a picture that others can recognise e.g. person, flower, house, car • Know how to build using a range of materials and begin to talk about what it is 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Create a painting, collage or model in response to a story or song 	<p>The children will be learning to...</p> <ul style="list-style-type: none"> • Know how to add details to pictures and models • Know what happens when they mix two colours e.g. red and white makes pink, blue and yellow makes green • Know and talk about why they chose materials/resources/colours for their picture, model or collage • Adapt what they have created, saying what they like and what they want to change

Being Imaginative and Expressive

<ul style="list-style-type: none"> • Join in singing nursery rhymes and number songs • Explore the creative areas in provision 	<ul style="list-style-type: none"> • Play in the home corner, acting out every-day experiences in play e.g. making breakfast, feeding the baby • Know how to play simple percussion instruments with some control 	<ul style="list-style-type: none"> • Use props to retell/act out a familiar story • Use small world toys to imagine and make own story • Know most of the words to a simple song when singing with others 	<ul style="list-style-type: none"> • Pretend to be different people in the home corner and talk about who they are and what they are doing • Use instruments expressively when dancing or singing • Play or sing loud and quiet, fast and slow 	<ul style="list-style-type: none"> • Play imaginatively with others, narrating or acting out their story • Know how to sing a song from memory • Know how to play instruments in time to accompany a story or song • Change the words to a song with adult help 	
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	<ul style="list-style-type: none">• Listen to different sounds with increasing attention	<ul style="list-style-type: none">• Know the names of some basic percussion instruments			
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