



EYFS (Nursery) Curriculum Overview/Long Term Plan 2025 - 2026



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our top priority within the Nursery Curriculum is the prime area of Communication and Language (CAL) as it is foundational to all other learning. CAL is the foundation of our curriculum and weaves into every aspect alongside the prime areas of Personal, Social and Emotional Development (PSED) and Physical Development (PD).						
PRIME AREA Communication and Language	<i>CAL is developed through high quality speaking and listening interactions – ELKAN strategies are embedded into everyday interactions. Children’s back and forth interactions from an early age form the foundations for language and cognitive development. Adults will comment on what children are interested in or are doing, echoing back what they say with new vocabulary added in order for children’s language to develop. Sharing stories, singing and providing extensive opportunities to use and embed new words in a range of contexts will contribute to a child’s speech and language development.</i>					
	Daily storytime and singing	Daily storytime and singing Attention Bucket sessions Talk Boost intervention	Daily storytime and singing Attention Bucket sessions Talk Boost intervention	Daily storytime and singing Attention Bucket sessions Talk Boost intervention	Daily storytime and singing Attention Bucket sessions Talk Boost intervention	Daily storytime and singing Attention Bucket sessions Talk Boost intervention
PRIME AREA PSED	<i>Developing confidence and independence, making friends and getting on with others, learning about right and wrong, self regulation of their emotions, understanding about their own and others’ feelings, feeling good about themselves, being interested, excited and motivated to learn, gaining self- respect, developing respect for their own culture and beliefs and those of others. In addition we will focus on good health, including oral health.</i>					
	Weekly circle times	Weekly circle times	Weekly circle times	Weekly circle times	Weekly circle times	Weekly circle times
PRIME AREA	<i>Gross and fine motor experiences develop incrementally throughout early childhood. 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,</i>					

Physical Development	<i>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’.</i>					
		Fine motor groups Hall time	Fine motor groups Hall time Balanceability	Fine motor groups Hall time Balanceability	Fine motor groups Hall time Balanceability	Fine motor groups Hall time Balanceability
Theme						
<i>NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision</i>						
Theme	All about me Stories and Rhymes	Why do leaves grow? Sparkle and Shine	How many colours in a rainbow?	What can we grow?	Down on the farm	All around the world I am starting school
Literacy General story books/ non fiction books and books linked to our theme are available at all times			ELS – Elements phase 1 morning only Name writing Library time 11.20pm on a Friday with parents/carers	ELS – Elements phase 1 morning only Name writing	ELS – Elements phase 1 morning only Name writing	ELS – Elements phase 1 morning only Name writing
Maths	Reciting numbers 1- 5 Accurate counting	Reciting numbers 1- 10 Accurate counting Shape and Pattern	Reciting numbers 1- 10 Recognising numbers 1 – 5 Accurate counting Size – length/height/weight	Reciting numbers 1 – 10 Recognising numbers 1 – 5 Accurate counting Shape and Pattern	Reciting numbers 1- 10 Recognising 5 – 10 Accurate counting Size – length/height/weight	Reciting 1 – 10+ Recognising 5 – 10 Introduce NUMICON to provision areas Shape and Pattern

Understanding the World		Autumn – what happens? What do we notice outside?	Looking at the weather Reflection and shadows	Planting bulbs Chick lifecycle Frogs and tadpoles	Farm animals Baby animals	Where do we live? Where is my new school? Where have I been on holiday?
Expressive Arts and Design		Materials and textures		Camouflage and patterns of animals		
Key events Parental Involvement	Science Day	Christmas performance	Target Sharing	Mother's Day	Father's Day Sports Day	
Characteristics of Effective Learning	There are four overarching principles within the EYFS Statutory Framework: The Unique Child Positive Relationships Enabling Environments with teaching and support from adults Learning and Development The Characteristics of Effective Learning describe how children learn and we recognise these as fundamental to a child's success. Playing and Exploring – children investigate and experience things and 'have a go' Active Learning – children concentrate and keep on trying if they encounter difficulties. They enjoy succeeding. Creative and Critical Thinking – children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experience which helps them to solve problems and reach conclusions.					