

Nursery Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me/Families	Farm and Pets/Celebrations	Transport/Under the sea	Traditional Tales	Jungle/Fantasy	Being Healthy/Growth
Possible core texts	<p>What makes you happy? Elmer Brown Bear Dear Zoo Peace at Last The Family Book</p> <p>*Harvest stay and play</p>	<p>Where's Spot? Buster's Farm Wow said the Owl There's an owl in my towel. The grumpy reindeer Owl Babies Stick Man Halloween Bonfire Night Nativity</p> <p>Witch and Wizard Day</p> <p>Visitor-Angela's Ark, PDSA/Dogs Trust</p>	<p>Bear on a Bike Whales on the Bus Naughty Bus Toot Toot, Beep Beep Rainbow Fish Commotion in the ocean Hooray little fish.</p> <p>Visit-Aquarium</p>	<p>Smartest giant in town Gingerbread Man Goldilocks Jack and the Beanstalk We're going on an egg hunt</p> <p>*Easter Stay and play</p>	<p>Jazzy in the Jungle Walking Through the Jungle Gruffalo There's a dragon in your book There's a unicorn in your book Pirates are coming Pirates Don't go to school The Night Pirates I want to be a pirate</p> <p>Pirate theme day.</p>	<p>The Teeny Weeny Tadpole A squash and a squeeze Oliver's Vegetables Giraffes can't dance Handa's Surprise.</p>

Songs	<p>Finger Family Five Currant Buns Grand Old Duke of York Head, Shoulders, Knees and Toes Humpty Dumpty If You're Happy and You Know It Aunt Polly had a Dolly Rock a bye Baby Twinkle Twinkle</p>	<p>Baa Baa Black Sheep Sleeping Bunnies Dingle Dangle Scarecrow Three Little Kittens Five Little Ducks Five Little Speckled Frogs Hickory Dickory Dock Little Bo Peep Incy Wincy Spider Old Macdonald There's a Worm at the bottom of the Garden</p>	<p>Wheels on the Bus Down at the Station I ride my little bicycle Row, Row Your Boat</p>	<p>1,2,3,4,5 Once I caught a Fish Alive A Sailor Went to Sea, Sea, Sea Ring-a-Rosie Baby shark</p>	<p>Down in the Jungle Five Little Monkeys Look at the Sneaky Crocodile The noisy animals in the jungle</p>	<p>Five Little Men in a Flying Saucer I can Sing a Rainbow</p>
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Outcomes		
	2 YO entry	2YO Exit/ 3YO Entry
Communication and Language	<p>Children enjoy listening to stories and listens to and enjoys rhythmic patterns in rhymes and stories.</p> <p>Children can maintain eye contact.</p> <p>Children repeat words or phrases from familiar stories. They join in with songs and actions.</p> <p>Children can say two words together. They can sustain engagement and interaction when sharing a book with an adult.</p> <p>Children can fill in a missing word from a known phrase or rhyme. They understand simple instructions including two key words e.g. get mammy's shoes. They use words to ask for help.</p> <p>Children learn new words quickly and use them.</p> <p>Children pay attention to own choice of activity, may move quickly from activity to activity.</p> <p>Children are able to follow routine events and activities using non-verbal cues.</p> <p>Children begin to ask simple questions and talk about people and things that are not present.</p>	<p>Children understand more complex sentences e.g. put your toys away and we will read a book. They understand simple questions. They ask for their favourite book to be reread and listen eagerly. They talk about ownership e.g. my teddy, your book. They know their full name.</p> <p>Children listen and respond to many familiar sound, noises in stories.</p> <p>Children show understanding of position words such as 'in' or 'on'. They use some pronouns correctly e.g. I, me, you. They can say all of a favourite nursery rhyme.</p> <p>Children use a wide range of words including nouns, adjectives and verbs. Although they may not always use them correctly, children use pronouns and plurals.</p> <p>Children can follow simple instructions with support.</p> <p>Children can shift from one task to another, if you get their attention by using their name.</p> <p>Children understand the purpose of objects e.g. scissors, umbrella.</p> <p>Children understand and can answer who, what and where questions with prompts.</p> <p>Children can listen and respond appropriately on a 1:1 basis.</p> <p>Children talk about themselves or their family e.g. "I live with my mammy". They make their needs known through speech and are able to express their point of view or give an opinion.</p> <p>Children speak using 4 to 6 word sentences e.g. "I want to play outside". They use past and future tenses e.g. "I went to the park".</p> <p>Mistakes can be made at times e.g. "I go-ed to the park".</p>
Personal, Social and Emotional Development	<p>Children feel emotionally safe with a key person. They understand that some things are theirs, some things are shared and some things belong to other people. They make their own choices. They use adults as a source of support e.g. handing a toy to an adult if they are stuck. Children will explore the environment, interact with others and play confidently when their key worker is close by.</p> <p>Children show signs of independence. They watch other children play whilst engaged in their own play. They begin to initiate interaction with others.</p> <p>Children understand key parts of the nursery routine.</p> <p>Children actively draw others in social interaction. They respond positively to a variety of familiar adults. They show concern for others who are upset and may offer comfort.</p> <p>Children are aware and interested in their physical characteristics , pointing and naming features such as nose, eyes etc.</p> <p>Children show their growing sense of self through asserting their likes and dislikes, choices, decisions and ideas.</p>	<p>Children talk to another child to engage them in their play.</p> <p>Children follow simple rules of the nursery and begin to show 'effortful control' (can resist a strong impulse).</p> <p>They help an adult to complete a simple job, e.g. puts toys back in a basket.</p> <p>Children are able to separate from their main carer with gentle support. They make a special friend. They are able to talk about their emotions in simple terms e.g. can say if they are sad.</p> <p>Children can wait a little while before needing reassurance from an adult. They understand sharing and taking turns but might not always want to do it. They know that they belong to a group within nursery and where to find it and who their key worker is. They can focus at an adult-led activity in a small group of up to 3. They can stay at an activity of their choice for up to 5 minutes.</p> <p>Children can explores new situations with support and encouragement from familiar adults.</p> <p>Children seek outs others to share experiences with showing empathy and concern for people who are special to them.</p>

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	<p>Children experience and express positive feelings such as joy and affection and negative feelings such as anger, frustration and distress through actions, behaviours and few words.</p>	<p>Children are beginning to cooperate as their experience of routines and understanding of some boundaries grows. They learn that actions have consequences.</p> <p>Children may recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do.</p> <p>Children wash their hands independently when told to do so.</p> <p>Children can put on their coat, shoes and wellies.</p> <p>with adult support. Children are proud of their own achievements and enjoy sharing this with others. Children can recognise how another child is feeling. They recognise when they need the toilet and can go independently.</p>
<p>Physical Development</p>	<p>Children play while squatting then rise to their feet without using their hands.</p> <p>Children walk steadily using their whole foot. They use whole hand grasp when playing.</p> <p>Children can run short distances.</p> <p>Children can build a tower of 5 blocks and complete a shape sorter. Children run safely on whole foot. They enjoy trying to kick, throw and catch a large ball.</p> <p>Children use a spoon confidently and drink from an open cup without spilling.</p> <p>Children indicate the need for the toilet by their behaviour (holds themselves or dances). They climb happily but may still need adult help to do so safely. Children</p>	<p>Children run and avoid obstacles. They show control in holding and using tools.</p> <p>Children pull up their own trousers.</p> <p>Children are toilet trained with occasional accidents.</p> <p>Children are confident on nursery play equipment and walk down stairs two feet to each step while carrying a toy. They show awareness of how to keep themselves safe when climbing.</p> <p>Children have the core strength to sit comfortably without a back support. They take part in movements that cross their mid-line e.g. flipper flapper. They can move in a range of ways in their play.</p> <p>Children can use scissors to make snips in</p>
	<p>can put on their own hat, unzip their coat and take it off when undone. They turn pages in a book one at a time.</p> <p>Children are interested in mark-making using tools of their choice.</p> <p>Children can walk upstairs, facing forwards, with both feet on a single step at a time.</p> <p>Children participate in finger and action rhymes, imitating movements.</p> <p>Children develop own likes and dislikes in food and are willing to try new foods of different textures.</p> <p>Children feed self with increasing need to be in control, holds cup with both hands without spilling.</p>	<p>paper. They have a preferred hand during play. They can sit with their legs crossed on the floor.</p> <p>They can pedal a single trike.</p> <p>Children sit comfortably on a chair with both feet on the ground.</p> <p>Children can jump up in the air with both feet leaving the floor and can jump forward a short distance.</p> <p>Children run, walk and climb on different levels.</p> <p>Children feed themselves competently.</p>

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<p>Literacy</p>	<p>They can sing a recognizable tune of a Nursery rhyme. They hold a book the right way up. Children enjoy joining in with nursery rhymes and doing some of the actions. They can sit for a book with an adult. They attempt to sing the words from a nursery rhyme. Children can mark-make using different tools.</p>	<p>They can sing 2 or 3 nursery rhymes from memory. Children join in with some repeated refrains or words from a favourite story. Children respond appropriately to a story and have a favourite book. Children can predict what a story will be about by looking at the front cover. They can recall some information from a story they have just heard. They can recognise some famous logos. Children can draw lines and circles and may tell you what their picture is. Children attempt to write their name. It may not be recognisable but the child will tell you that it is their name.</p>
<p>Mathematics</p>	<p>Children show an interest in a number nursery rhyme. They enjoy filling and emptying containers. Children are beginning to negotiate space and 'make things fit'. They can complete a shape sorter. They can recognize two colours. Children can match two similar objects. Children can tell a staff member how old they are. They can use shapes and blocks to build their own structure. They can arrange their own toys eg. lining up toys. They begin to know their way around the nursery environment and where things belong. Children use 'big' and 'small' in their play for example when building. They can hold up their fingers to show numbers, although this may not always be accurate. Children can ask for 'more'. They are able to use and understand the preposition 'in'.</p>	<p>Children begin to say some number names in order, but may miss some out. Children will say random number names in their play. They can use and understand the preposition 'on'. Children can complete an inset puzzle independently. Children may begin to recognize numerals 1 to 3. They can match numeral to the right quantity up to 3. They are able to count using one to one correspondence to 5. Children recognise, and are beginning to talk about patterns around them using simple language. Children can rote count to 3 and beyond. They are able to subitise 1 and 2. They demonstrate their awareness of shape in their play. Children simply compare objects by their size, length, weight and capacity. They demonstrate mathematical awareness in their mark-making and play. Children demonstrate awareness of shape in their play and are beginning to talk about it using everyday language.</p>
<p>Understanding the World</p>	<p>Children are curious about people and visitors and may watch what they are doing. They enjoy looking at their family book in Nursery. Children can name some animals. They know where things belong and can tidy up with support. They enjoy playing with small world toys and resources.</p>	<p>Children can imitate play sequence that an adult has started. They enjoy looking at nature and sharing what they have found. They can match objects which go together- eg cup and a saucer. Children can imitate adults in their play with some accuracy eg making a cup of tea. They can put resources away independently. They enjoy playing with small world toys and resources and can create their own story. Children can make up their own play in the home corner. Children talk about their family. They can discuss a family photograph and talk about who lives in their house. They take part in a celebration and may be able to talk about it. Children know the name of a friend. They notice they have similarities and differences to the way others look e.g. hair colour, skin type, disability. Children operate simple mechanical equipment in their play. They talk about a material and its properties using simple everyday language.</p>

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		Children talk about the changes in their environment and about what they see. They show respect and care for animals.
Expressive Arts and Design	Children use different tools to make marks. They join in with some known nursery rhymes. They use objects and pretend that they are something else. Children move to	Children can sing or make noises at the same time as moving to music or instruments.

	<p>music. They notice when they have made marks and are happy with their work. Children can copy movements to music such as clapping. They can make their own music using their bodies such as blowing, tapping etc. They use sound effects in their play such as a car or an animal noise.</p>	<p>Children enjoy mixing different colours and experiment. Children create their own props to use in play. They can use a colour for a purpose. Children can name colours (red, blue, yellow, green, purple, orange) and mix them for fun. Children can draw a simple representation of a person. Children can play a simple instrument and can match sounds to objects or pictures. After listening to music, children can tell you their opinion about the music they have heard. Children can continue an adult-led role-play activity and use objects to represent something else in their play.</p>
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Outcomes

	2YO Exit/ 3YO Entry	3YO exit
<p>Communication and Language</p>	<p>Children understand more complex sentences e.g. put your toys away and we will read a book. They understand simple questions. They ask for their favourite book to be re-read and listen eagerly. They talk about ownership e.g. my teddy, your book. They know their full name.</p> <p>Children show understanding of position words such as 'in' or 'on'. They use some pronouns correctly e.g. I, me, you. They can say all of a favourite nursery rhyme.</p> <p>Children use a wide range of words including nouns, adjectives and verbs. Although they may not always use them correctly, children use pronouns and plurals.</p> <p>Children can follow simple instructions with support.</p> <p>Children can shift from one task to another, if you get their attention by using their name.</p> <p>Children understand the purpose of objects e.g. scissors, umbrella.</p> <p>Children understand and can answer who, what and where questions with prompts.</p> <p>Children can listen and respond appropriately on a 1:1 basis.</p> <p>Children talk about themselves or their family e.g. "I live with my mammy". They make their needs known through speech and are able to express their point of view or give an opinion.</p> <p>Children speak using 4 to 6 word sentences e.g. "I want to play outside". They use past and future tenses e.g. "I went to the park". Mistakes can be made at times e.g. "I go-ed to the park".</p>	<p>Children follow two-part instructions with three key words e.g. "go and wash dolly's face". Children can listen to a long story and learn new story-related vocabulary e.g. knobby. Children can listen and respond appropriately in small groups and contribute to small group discussions. They understand and can answer who, what and where questions without prompts. They use pronouns accurately most of the time.</p> <p>Children initiate conversation with another child. They use connective words when talking e.g. and, because, or. Children can hold a conversation with an adult or child where appropriate and debate when they disagree with another child or adult. They can answer simple 'why' questions.</p> <p>Children use talk to design their play e.g. "Let's go to space, you get the rocket and I'll get my space helmet".</p> <p>Children can listen to a story without pictures or props and are able to retell a familiar story.</p> <p>Children know and can sing around 10 songs.</p> <p>Children can retell a past event in correct order and use talk to explain what is happening.</p> <p>Children can use talk more extensively, building up vocabulary and using talk in pretending.</p> <p>Children can ask and begin to understand who, what, when, how questions.</p>

<p>Personal, Social and Emotional Development</p>	<p>Children talk to another child to engage them in their play.</p> <p>Children follow simple rules of the nursery and begin to show ‘effortful control’ (can resist a strong impulse). They help an adult to complete a simple job, e.g. puts toys back in a basket. They make a special friend. They are able to talk about their emotions in simple terms e.g. can say if they are sad.</p> <p>Children can wait a little while before needing reassurance from an adult. They understand sharing and taking turns but might not always want to do it. They know that they belong to a group within nursery and where to find it and who their key worker is. They can focus at an adult-led activity in a small group of up to 3. They can stay at an activity of their choice for up to 5 minutes.</p> <p>Children wash their hands independently when told to do so.</p> <p>Children can put on their coat, shoes and wellies with adult support.</p> <p>Children are proud of their own achievements and enjoy sharing this with others.</p> <p>Children can recognise how another child is feeling. They recognise when they need the toilet and can go independently</p>	<p>Children try their best and always ‘have a go’.</p> <p>Children access all areas of the nursery and use toys with a purpose. They can focus at an adult-led activity in a group of up to 13.</p> <p>Children put on their coat, shoes and wellies without adult support, they may get left and right mixed up.</p> <p>Children recognise when their hands are dirty and know to go and wash them.</p> <p>Children engage confidently in new activities and social situations and seek out new experiences. They welcome others into nursery in a friendly manner. They can wait their turn in group and can regulate their emotions or ask for help if needed. They talk about their own feelings using happy, sad, angry, worried and can act upon another child’s feelings e.g. get an adult to help or give a cuddle.</p> <p>Children show resilience to complete personal challenges and are able to meet their self-care needs. They celebrate their successes appropriately and are proud of their friend’s achievements.</p> <p>Children can focus in a large group e.g. assembly, and can wait their turn when adults are talking to others. Children can focus on an activity of their choice for 10 minutes. They will ask an adult to access a resource to extend their play.</p> <p>Children enjoy ‘doing a job’ with another child and can take turns and share independently. They interact frequently with other children and are able to suggest ways to play.</p> <p>Children are able to solve conflict with minimal adult support.</p>
<p>Physical Development</p>	<p>Children run and avoid obstacles. They show control in holding and using tools.</p> <p>Children pull up their own trousers.</p> <p>Children are toilet trained with occasional accidents.</p> <p>Children are confident on nursery play equipment and walk down stairs two feet to each step while carrying a toy. They show awareness of how to</p>	<p>Children can climb stairs or apparatus using alternate feet, maintaining balance and stability.</p> <p>Children can run with spatial awareness and negotiates space successfully, adjusting speed or direction.</p> <p>Children can copy an adult’s movements.</p> <p>Children can skip, hop and stand on one leg and pose through games.</p> <p>Children can complete a simple obstacle course. They can move in time to music and can move in a specified way during adult let sessions e.g. paints on a large surface, without swapping hands. They can pass, bounce and catch a large ball and work together to move a large</p>

	<p>keep themselves safe when climbing. Children have the core strength to sit comfortably without a back support. They take part in movements that cross their mid-line e.g. flipper flapper. They can move in a range of ways in their play.</p> <p>Children can use scissors to make snips in paper. They have a preferred hand during play. They can sit with their legs crossed on the floor. They can pedal a single trike. Children sit comfortably on a chair.</p>	<p>item. Children can use a spoon and fork during meals. They can use a scooter. They can use a balance bike. Children can work in a team to complete a physical challenge. They can follow a four-step sequence of movements e.g. clap, jump, clap, and turn around. Children can lead others to follow their movements. Children can use scissors to cut out a shape. They hold pens and pencils using a tripod grip. Children can dress with some help. Children understand the effect of physical activity on their bodies and they can name and identify different body parts.</p>
Literacy	<p>They can sing 2 or 3 nursery rhymes from memory. Children join in with some repeated refrains or words from a favourite story. Children respond appropriately to a story and have a favourite book. Children can predict what a story will be about by looking at the front cover. They can recall some information from a story they have just heard. They can recognise some famous logos. Children can draw lines and circles and may tell you what their picture is. Children attempt to write their name. It may not be recognisable but the child will tell you that it is their name.</p>	<p>Children understand the difference between print and a picture in a book. They also know the difference between a picture and writing when mark-making.</p> <p>Children discuss a favourite book with an adult.</p> <p>Children can identify parts of a book such as the front cover and title. Children can sequence the beginning, middle and end of a story using simple pictures.</p> <p>Children can respond accurately to a question about a story they have just listened to. They understand the moral of a story. They can clap to count syllables with support.</p> <p>Children to spot and suggest rhyming words.</p> <p>Children mark-make purposefully for a task and explain their writing.</p> <p>Children can talk about a book's characters and describe them.</p> <p>They can also describe the beginning and end of a story when asked.</p> <p>Children can understand the humour or deeper level in a story e.g. In 'A Squash and a Squeeze', they understand that the house did not grow.</p> <p>Children to recognise words that start with the same letter/sound. They orally blend a CVC word with props to support.</p> <p>Children may know some letter sounds.</p> <p>Children write their name and attempt to write some other letters, they may not be formed accurately.</p>

<p>Maths</p>	<p>Children begin to say some number names in order, but may miss some out. Children will say random number names in their play. They can use and understand the preposition 'on'.</p> <p>Children can complete an inset puzzle independently.</p> <p>Children can recognize numerals 1 to 3. They can match numeral to the right quantity up to 3. They are able to count using one to one correspondence to 5.</p> <p>Children recognise, and are beginning to talk about patterns around them using simple language.</p> <p>Children can rote count to 3 and beyond.</p> <p>They are able to subitise 1 and 2. They demonstrate their awareness of shape in their play.</p> <p>Children simply compare objects by their size, length, weight and capacity. They demonstrate mathematical awareness in their mark-making and play.</p> <p>Children demonstrate awareness of shape in their play and are beginning to talk about it using everyday language.</p>	<p>They can rote count to 10 and beyond.</p> <p>Children subitise to 5 in regular arrangements. They are able to count using one to one correspondence to beyond 5.</p> <p>Children begin to recognise and name numerals to 5 and beyond.</p> <p>Children confidently use finger numbers. They match numerals to quantities to 5 and beyond. They know the last number counted is the total (cardinal principle).</p> <p>Children compare quantities using 'same', 'more' and 'fewer.' Children separate objects into different groups recognising that the total is the same (conservation of number). They are beginning to know that numbers are made up of smaller numbers.</p> <p>Children ascribe mathematical meaning to marks in their play. They create and extend a simple repeating pattern and arrange objects using a range of spatial patterns, e.g. symmetrical. They name all 2D and some 3D shapes. They understand positional language when used in play, e.g. the dough is under the table.</p> <p>Children are able to solve real world problems using their mathematical knowledge.</p> <p>Children notice and can correct an error in a repeating pattern.</p> <p>Children compare objects by their size, length, weight and capacity using appropriate mathematical language. They use simple language of time with some accuracy, e.g. morning, afternoon, later, tomorrow.</p>
<p>Understanding the World</p>	<p>Children can imitate play sequence that an adult has started. They enjoy looking at nature and sharing what they have found. They can match objects which go together- eg cup and a saucer.</p> <p>Children can imitate adults in their play with some accuracy eg making a cup of tea. They can put resources away independently. They enjoy playing with small world toys and resources and can create their own story.</p> <p>Children can make up their own play in the home corner.</p> <p>Children talk about their family. They can discuss a family photograph and talk about who lives in their house. They take part in a celebration and may be able to talk about it.</p> <p>Children know the name of a friend. They notice they have similarities and differences to the way others look e.g. hair colour, skin type, disability.</p> <p>Children operate simple mechanical equipment in their play. They talk about a material and its properties using simple everyday language.</p> <p>Children talk about the changes in their environment and about what they see. They show respect and care for animals.</p>	<p>Children know that they were once a baby and will grow older with time. They can talk about when they were a baby and compare it now and when they will be older. They talk about what they would like to be when they grow up.</p> <p>Children understand that people have different jobs and why.</p> <p>Children can talk about some simple differences between places/countries.</p> <p>Children take part in a celebration from a different faith, showing curiosity and asking questions.</p> <p>Children show an interest in growth, they understand the life cycle of a plant and some animals (e.g. chick) and know what they need to grow.</p> <p>Children are aware of the four seasons and can talk about them.</p> <p>Children understand why we should show respect and care for the natural world.</p>

Expressive Arts and Design	<p>Children can sing or make noises at the same time as moving to music or instruments.</p> <p>Children enjoy mixing different colours and experiment.</p> <p>Children create their own props to use in play. They can use a colour for a purpose.</p> <p>Children can name colours (red, blue, yellow, green, purple, orange) and mix them for fun.</p> <p>Children can draw a simple representation of a person.</p> <p>Children can play a simple instrument and can match sounds to objects or pictures. After listening to music, children can tell you their opinion about the music they have heard.</p> <p>Children can continue an adult-led role-play activity and use objects to represent something else in their play.</p>	<p>They can make something that has been requested by an adult e.g. a wand.</p> <p>Children can remember and sing an entire song. They are able to sing loudly and not shout.</p> <p>Children can create a story using small world resources for their intended purpose.</p> <p>Children take part in a role-play activity of their choice.</p> <p>Children can use appropriate resources to make their own creations. They mix colours for a purpose.</p> <p>Children can draw a person with detailed features. They can clap or tap in time to music and can ‘form a band’ with instruments.</p> <p>Children can continue a child-led role-play activity. They can create a complex story using any resources.</p>