

Long Term Curriculum Overview 2026-2027 - Cycle B

	Autumn Term		Spring Term		Summer Term	
	1 st (6 weeks)	2 nd (7 weeks)	1 st (6 weeks)	2 nd (5 weeks)	1 st (7 weeks)	2 nd (6 weeks)
Term specific Themes	Magical Mel - All about me - Shapes and Colours - Family and Friends - My Favourite story or rhyme - Paddington - Gruffalo	Let's Celebrate! - Autumn - Halloween (Apples, Pumpkins, Spiders and Bats) - Leaf and Pinecones - Senses - Christmas (Jingle Bells, Gingerbread)	Once Upon a Time - Winter (Snow and Ice, Hibernation -A Little Bit of Winter, Arctic Animals, Day and Night) - Make Believe (Goldilocks, Favourite Nursery Rhymes)	The World Around Us! - Animals - Space - Ocean and Sea - Spring and Easter	Incredible Investigators - - Gardening (Plants and Flowers) - Bugs and Butterflies (New Life) - Worms and Frogs - Birds - Pets	Sizzling Summer - Picnic - Camping - Beach - Water - Summer fruit and food (Ice-cream)
Ongoing Themes/Topics	Season Colour Weather Days of the week Birthday celebrations Sunday 4 th Harvest Festival	Season Colour Weather Days of the week Birthday celebrations Halloween 31 st October Bon Fire 5 th November Christmas Diwali - 9 th November Remembrance day - 11 th November	Season Colour Weather Days of the week Birthday celebrations Valentine Day - 14 th February Chinese New Year 6 th February	Season Colour Weather Days of the week Birthday celebrations Mother's Day 7 th March Easter 28 th March	Season Colour Weather Days of the week Birthday celebrations	Season Colour Weather Days of the week Birthday celebrations
Communication & Language	Listening attention and understanding 2 Years - Showing an interest in what others are doing Can ask and answer simple questions Understands a few action words With some support is able to follow simple rules and routines Beginning to engage in subject specific learning - e.g. autumn walk	Listening attention and understanding 2 Years - Showing an interest in what others are doing Can ask and answer simple questions Understands a few action words Beginning to engage in subject specific learning - e.g. Christmas and Winter Follow an instruction with one part	Listening attention and understanding 2 Years - Frequently asking questions Much better at following instructions 3-4years Enjoy listening to longer stories and remember much of what happens Begin to shift attention from one thing to another when needed and given a prompt	Listening attention and understanding 2 Years - Frequently asking questions Much better at following instructions 3-4years Enjoy listening to longer stories and remember much of what happens Begin to shift attention from one thing to another	Listening attention and understanding 2 Years - Autumn statements for new starters 3-4years Enjoy listening to longer stories (with increased attention) and can remember much of what happens Understand and respond confidently to simple why questions	Listening attention and understanding 2 Years - Autumn statements for new starters 3-4years Enjoy listening to longer stories (with increased attention) and can remember much of what happens Understand and respond confidently to simple why questions

	3-4years Pay attention to one thing at a time. Listen 1:1 to develop independence within daily routines Enjoys listening to short stories (3 to 4 mins) Follow an instruction with one part Understands simple questions - who, what and where Find body/move different body parts Begin to relate to own experiences Recount autumn walk Speaking - 2 Years Simple 2 to 3 words sentences Building on new vocabulary 3-4years Begin to use wider range of vocabulary and link to topic Learn new rhymes and develop a repertoire of songs Begin to fill in missing words in stories Begin to talk about familiar stories/topics Begin to use talk to organise themselves in play situations	Understand simple questions 3-4years Pay attention to one thing at a time. Listen 1:1 to develop independence within daily routines Enjoys listening to short stories (3 to 4 mins) Follow an instruction with one part Understands simple questions - who, what and where Speaking - 2 Years Simple 2 to 3 words sentences Building on new vocabulary 3-4years Begin to use wider range of vocabulary and link to topic Learn new rhymes and develop a repertoire of songs Begin to fill in missing words in stories Begin to talk about familiar stories/topics Begin to use talk to organise themselves in play situations Start a conversation with adults	Begin to understand and follow a 2 part instruction Begin to show an understanding of some prepositions Begin to listen to others in a small group Understand 'why' questions Speaking - 2 Years Simple sentences - 4 to 5 words Using new vocabulary 3-4years Use a wider range of vocabulary Continue to develop and sing a repertoire of songs Sing a range of rhymes/songs as part of a group Talk about a familiar book and begin to tell a simple story Continue to develop communication, using future and past tense (not always correctly) Use longer sentences of 4-6 words Begin to join sentences with Start a conversation with an adult/friend Use talk to organise selves/play Begin to retell a simple past event in correct order Begin to express a point of view	when needed and given a prompt Begin to understand and follow a 2 part instruction Begin to show an understanding of some prepositions Begin to listen to others in a small group Understand 'why' questions Speaking - 2 Years Simple sentences - 4 to 5 words Using new vocabulary 3-4years Use a wider range of vocabulary Continue to develop and sing a repertoire of songs Sing a range of rhymes/songs as part of a group Talk about a familiar book and begin to tell a simple story Continue to develop communication, using future and past tense (not always correctly) Use longer sentences of 4-6 words Begin to join sentences with Start a conversation with an adult/friend Use talk to organise selves/play Begin to retell a simple past event in correct order Begin to express a point of view	Show an understanding of some prepositions Listen to others in a small group Speaking 3-4years Use a wider range of vocabulary in a range of contexts Sing a range of songs/rhymes as part of a group and independently Talk about a familiar book and tell a longer story Begin to use a wider range of tenses (with correct use of most tenses) Uses sentences joined by other words such as like/because Retell a simple past event in correct order Use talk more confidently to organise selves/play	Show an understanding of some prepositions Listen to others in a small group Speaking 3-4years Use a wider range of vocabulary in a range of contexts Sing a range of songs/rhymes as part of a group and independently Talk about a familiar book and tell a longer story Begin to use a wider range of tenses (with correct use of most tenses) Uses sentences joined by other words such as like/because Retell a simple past event in correct order Use talk more confidently to organise selves/play
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Personal, Social and Emotional Development	Self-Regulation and Building Relationships 2 years - Playing alongside other children and beginning to play with a friend that they are becoming familiar with With support following simple rules Beginning to understand routines With support is able to choose an area to play 3-4 years Shows an interest in a range of experiences - indoors and outdoors Begin to select and use continuous provision resources with help when needed Make independent learning choices Able to follow class rules and routines Becoming more independent with self-care Begin to play with one or more children Relationships, feelings and emotions - starting nursery	Self-Regulation 2 years - Beginning to enjoy the company of others 3-4 Years Building relationships Begin to play with one or more other children Begin to see themselves as part of a community Managing self Show interest in a range of experiences, indoors and outdoors (familiar/new) Begin to select and use continuous provision resources with help when needed Make independent learning choices Put resources back in the right place once used Begin to be independent with self-care routines-toileting, handwashing, snack time, outdoor time	Self-Regulation 2 years - Beginning to enjoy the company of others 3-4 Years Building relationships Begin to play with one or more other children Begin to see themselves as part of a community Managing self Show interest in a range of experiences, indoors and outdoors (familiar/new) Begin to select and use continuous provision resources with help when needed Make independent learning choices Put resources back in the right place once used Begin to be independent with self-care routines-toileting, handwashing, snack time, outdoor time Topic: Belonging to a community. Caring (Recycling)	Self-regulation Talk about feelings using words like happy and sad and begin to use other words With support begin to understand and talk about how others might be feeling and the reasons why Begin to help to find solutions to conflicts and rivalries With support begin to talk to others to resolve conflict Managing self Begin to select and use activities and resources to achieve a set goal Settle to an activity of choice for some time Develop independence within self-care routines Building relationships Play with one or more other children Play in pretend play with one or more children See themselves as part of a community Begin to share and take turns with others Begin to extend and elaborate play ideas with others	Self-regulation Talk about feelings using words like happy and sad and begin to use other words With support begin to understand and talk about how others might be feeling and the reasons why Begin to help to find solutions to conflicts and rivalries With support begin to talk to others to resolve conflict Managing self Begin to select and use activities and resources to achieve a set goal Settle to an activity of choice for some time Develop independence within self-care routines Building relationships Play with one or more other children Play in pretend play with one or more children See themselves as part of a community Begin to share and take turns with others Begin to extend and elaborate play ideas with others	Transition
Physical Development	GMS -Negotiate space -Climbing skills	GMS Continue to develop ball skills, rolling and kicking	GMS Use stairs using alternate feet With support explore a climbing frame	GMS Begin to remember some sequences and patterns of movement	GMS Improving throwing and catching a large ball or other equipment	GMS Take part in some group team activities

	2 years - With support explore the climbing frame in Nursery Balancing - low apparatus if using the hall Walking up and down And stopping when asked Wheeled toys - riding skills (Stop and start) Begin to use large muscle movements FMS - Shows a preference for a dominant hand Holds a cup and drinking 2 years - Might have to start with beakers Uses some one-handed tools and equipment Cutting using scissors - playdough Mark making - Using paint brush making large strokes 3 - 4 years - Model and begin to use tripod grip	Begin to use large muscle movements to wave flags and streamers (top to bottom, anti-clockwise) Paint and make marks, top to bottom and anti-clockwise FMS Use some one-handed tools and equipment across provision - pouring/filling, stirring/mixing, rolling, painting/drawing/mark making Begin to develop a comfortable grip Using scissors safely - snipping Cylindrical grasp (whole hand)  Prewriting shapes 	Continue to develop balancing skills - skip, hop, stand on one leg Complete low level obstacle course Walk up/down a ramp Stand still Stand on one leg Follow the right direction, stop, start FMS Use some one-handed tools and equipment across provision - pouring/filling, stirring/mixing, rolling, painting/drawing/mark making Begin to develop a comfortable grip Using scissors safely - cutting straight line Digital grasp  Prewriting shapes 	related to music and rhythm Begin to take part in some group team activities FMS Use some one-handed tools and equipment across provision - pouring/filling, stirring/mixing, rolling, painting/drawing/mark making Begin to develop a comfortable grip Using scissors safely - cutting curved line Modified tripod grasp  Prewriting shapes 	FMS Use some one-handed tools and equipment across provision - pouring/filling, stirring/mixing, rolling, painting/drawing/mark making Begin to develop a comfortable grip <u>Letter formation</u> Modified tripod grasp  Prewriting shapes  Teach letter formation using 'families of letters': e.g. start with the easiest first (long letters): l, t, i, u, j, y. Then go onto the next easiest letters (curly letters): c, a, g, q, o, e, f, s. Then the 'bouncing ball' letters: r, n, m, p, h, b, d. And finally the 'zig zag' letters: v, w, x, k, z.	Match developing physical skills to tasks and activities in setting FMS Use some one-handed tools and equipment across provision - pouring/filling, stirring/mixing, rolling, painting/drawing/mark making Begin to develop a comfortable grip Letter formation <u>Tripod grasp</u>  Prewriting shapes 
Literacy	Reading 2 years - Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. 3-4 years - Beginning to understand some of the key concepts about print Beginning to handle books carefully	Reading 2 years - Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. 3-4 years - Beginning to understand some of	Reading 2 years - Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. 3-4 years Begin to engage in conversations about stories and non-fiction	Reading 2 years - Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. 3-4 years Begin to engage in conversations about stories and non-fiction	Reading 2 years - Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. 3-4 years Engage in extended conversations about stories, non fiction texts,	Reading 2 years - Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. 3-4 years Engage in extended conversations about stories, non fiction

	Enjoys sharing a book with an adult Beginning to answer simple questions - familiar story or text Writing 2 years - Having a go at making marks on paper 3-4 years - Add some marks to their drawing which they give meaning to Story sequencing and language development	the key concepts about print Beginning to handle books carefully Enjoys sharing a book with an adult Beginning to answer simple questions - familiar story or text Writing 2 years - Having a go at making marks on paper 3-4 years - Add some marks to their drawing which they give meaning to	texts, learning new vocabulary Continue to develop the 5 key concepts about print: Handle books carefully and correctly Name some book parts blurb/title... Print has meaning- recognise some new logos Begin to understand what a word/letter is Writing 2 years - Having a go at making marks on paper 3-4 years Begin to use some print/letter knowledge in writing Symbols- lines/circles Recognisable letters Left to right directionality Top to bottom directionality Ascribe meaning/ point to directionality Begin to engage in purposeful mark making	texts, learning new vocabulary Continue to develop the 5 key concepts about print: Handle books carefully and correctly Name some book parts blurb/title... Print has meaning- recognise some new logos Begin to understand what a word/letter is Writing 2 years - Having a go at making marks on paper 3-4 years Begin to use some print/letter knowledge in writing Symbols- lines/circles Recognisable letters Left to right directionality Top to bottom directionality Ascribe meaning/ point to directionality Engage in purposeful early writing Write name, from memory, with correct letter	learning and using new vocabulary Use the 5 key concepts about print. Identify a word in a sentence and understand it carries meaning Identify a letter in a word Name parts of a book and show awareness of page number Continue to develop an understanding of word/letter Follow print, know its read from top to bottom and use 1:1 correspondence Read own name in a variety of fonts/contexts Writing 2 years - Having a go at making marks on paper 3-4 years Writing Use knowledge of print/letter knowledge in writing Recognisable letters Left to right/top to bottom directionality Ascribe meaning Engage in purposeful early writing Write name, from memory, with correct letter	texts, learning and using new vocabulary Use the 5 key concepts about print. Identify a word in a sentence and understand it carries meaning Identify a letter in a word Name parts of a book and show awareness of page number Continue to develop an understanding of word/letter Follow print, know its read from top to bottom and use 1:1 correspondence Read own name in a variety of fonts/contexts Writing 2 years - Having a go at making marks on paper 3-4 years Writing Use knowledge of print/letter knowledge in writing Recognisable letters Left to right/top to bottom directionality Ascribe meaning Engage in purposeful early writing Write name, from memory, with correct letter
Phonics	LW (Foundation for Phonics) Tuning into sounds (phonemic awareness and oral blending)					

	• For any children confident with foundations for phonics, the nursery teacher and reading leader will decide if/when it is appropriate to move onto teaching Little Wandle phase 2 phonics. • For new starters part way through the year, nursery staff will split into groups and start the Foundations for Phonics programme with those children. . 2 Year olds - Main focus will be to enjoy rhymes and songs. Focus will be to listen for short period of time (2 to 5mins)					
Mathematical Development	2 Year olds - Sing number songs and Rhymes Begin to recite numbers to 5 3-4 Year olds Beginning to recite numbers to 5 in order Explore 1:1 correspondence Compare quantities using language: 'more than', 'fewer than'. Find the groups with more and less Find long and short Understand the language of time within the daily routine	2 Year olds - Sing number songs and Rhymes Begin to recite numbers to 5 3-4 Year olds Reciting Numbers to 5 in order Say one number for each item in order to 3. Know that the last number reached when counting a small set of objects tell you how many there are in total. (Cardinal principle) (e.g., two eyes, two hands, two socks, two shoes, two cars) Show 'finger numbers' up to 3. 2D shape - Use informal language like 'pointy', 'spotty', 'blobs', etc. -	2 Year olds - Sing number songs and Rhymes Begin to recite numbers beyond 5 Complete simple puzzles including shape (dropping shapes in the correct slot) Explore sorting 3-4 Year olds Say one number for each item in order to 5. Know that the last number reached when counting a small set of objects tell you how many there are in total. (Cardinal principle) More abstract - stickers/objects Recognise of up to 3 objects, without having to count them individually ('Subitising/Fluency') Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size. (weight)	2 Year olds - Sing number songs and Rhymes Begin to recite numbers beyond 5 Show an interest in shapes in the environment. 3-4 Year olds Reciting Numbers to 5 and then 10 accurately. Say one number for each item in order to 5. Know that the last number reached when counting a small set of objects tell you how many there are in total. (Cardinal principle) Recognition of up to 3/5 objects, without having to count them individually ('Subitising/Fluency') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3. Name basic 2D shapes Understand position through words alone - for example, "The bag	2 Year olds - Sing number songs and Rhymes Begin to recite numbers beyond 5 Beginning to compare quantity in play - water and sand 3-4 Year olds Reciting Numbers to 10 accurately and then beyond Meaningful object counting to determine the larger of two collections (e.g., "four" items is more than "five" items because you have to count further. (1 more count) Copying and then continuing a pattern. (AB) Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size. (Capacity)	2 Year olds - Sing number songs and Rhymes Begin to recite numbers beyond 5 Beginning to compare quantity in play - water and sand 3-4 Year olds Reciting Numbers to 10 accurately and then beyond What comes before or after a given number. Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Exploring 3D shapes to build models and using informal language Extend and create ABAB patterns - stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. -

	Exploring shapes in the environment Cardinality and Counting -To know number names, initially to 5 and then 10. (Number rhymes) -Tagging each object with one number word to 3. Space To move both themselves and objects around, so they see things from different perspectives.	Cardinality and Counting -To know number names to 10. -Counting forward and backwards. -Tagging each object with one number word to 5. Comparison Begin to talk about which group has more things. Patterns Exploring patterns	Cardinality and Counting -To count out or give a number of things from a larger group. -Stopping at a number (cardinality) to 3 Patterns Continuing an AB pattern Positional Language To be exposed to and to use the language of position and direction: position: 'in', 'on', 'under' direction: 'up', 'down', 'across'.	is under the table," - with no pointing. Cardinality and Counting Subitising is recognising how many things are in a group without having to count them one by one to 3. Comparison To see that groups could consist of equal numbers of things. Shape To explore shapes, the attributes of particular shapes, and to select shapes to fulfil a particular need.	Cardinality and Counting Match a number symbol with a number of things. L Composition to see small numbers within a larger collection. Patterns Copying AB pattern	Cardinality and Counting To recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away, then the amount is the same. Comparison To see and begin to generalise the 'one more than/one less than' relationship between sequential numbers. (Rhymes) Patterns Make their own AB pattern
Understanding the world Ongoing - Seasons	History Understand that every family is different and special Talk about people who care for them. Name family members and names of friends in school Develop respect for each other Geography Where we live; homes in the local area	Science Explore seasonal changes during autumn. Observe and compare natural materials. (leaves, pinecones, conkers, sticks) -Use their senses to investigate different materials -Notice changes in weather and daylight (light and dark) -Talk about living things Geography -Observe seasonal changes	Science Explore seasonal changes, freezing and melting, suitable clothing for winter Animals that hibernate Exploring - change of state and hot and cold porridge Geography Explore seasonal walk Use simple story maps	Science Explore animal groups Caring for living things Explore floating and sinking History Dinosaurs Learn about astronauts Explore traditions	Science Observe minibeasts Respect living things Notice similarities and differences Life cycle of a butterfly Investigate habitats Caring for living things Parts of a plant Geography Local environment	Science Exploring seasonal changes Healthy food Explore how food changes in warm weather Floating and sinking Water properties - melting of ice Geography Portsmouth - seaside town

		History -Talk about past events -Begin to understand family traditions				
Expressive Art & Design Ongoing - Recognising and naming colours	Being creative -Explore, identify and name common colours -Notice colours in the environment -Colour mixing Music - Boogie Mites and Nursery Rhymes Being Imaginative - Small world and role play	Music Learn songs and perform to an audience Being creative Introduce glue to join Explore different texture and materials Exploring joining and constructing using natural materials. Explore colour mixing - autumn colours Experiment with texture and printing. Being Imaginative Imitate celebrations Begin to create own small world scenes and engage in creative play	Music Play or sing showing understanding of loud and quiet Being creative Use colour for a purpose Building a bear's chair or house Creating puppets Animal dens Being Imaginative Begin to represent what they have learnt/heard Continue to take part in pretend play and begin to use an object to represent something else.	Music Learn songs and perform to an audience Being creative Explore different materials and resources freely and begin to develop ideas about how to use them and what to make. Join different materials Being Imaginative Begin to represent what they have learnt/heard Continue to take part in pretend play and begin to use an object to represent something else.	Music Minibeast songs Being creative Use observations to draw and represent ideas Symmetrical art Being Imaginative Begin to represent what they have learnt/heard Continue to take part in pretend play and begin to use an object to represent something else.	Music Learn songs and perform to an audience Being creative Fruit salad Observational art Being Imaginative Begin to represent what they have learnt/heard Continue to take part in pretend play and begin to use an object to represent something else.
Outdoor Learning To develop children's sense of well-being through regular activities in their local environment. To ensure that children are confident and fully engaged with the outdoor environment.	Nature self-portraits Mirror and shadow exploration	Exploring Autumn Colours Autumn Walk	Exploring winter Winter walk		Exploring Spring Spring walk	Exploring Summer Summer walk
Explicit teaching - 5 key vocabulary	Face - This is my face. Hands - I wash my hands.	Party - We have a party.	Bear - The bear is big.	Animal -Farm	Garden Bugs	Sun Beach

	Feet - I walk with my feet. Name - My name is Sam. Family - This is my family. Simple activities to reinforce the vocabulary - Mirror game - Sing 'Head, Shoulders - Name circle - Family Drawing - Action game	Cake - We eat cake. Gift - I open a gift. Balloon - The balloon is big. Celebrate - We celebrate together. Simple activities to reinforce the vocabulary - Birthday role play - Matching game - Craft - Happy birthday song - Circle time	House - Goldilocks went into the house. Wood - LRRH walked through the wood. Big - The big bear. Small - The bowl is small. Simple activities to reinforce the vocabulary - Story telling - Sorting game - Small world play - Vocabulary hunt - Role play	-Zoo -Wild -Fur -Tail Space -Sun -Moon -Star -Planet -Rocket Ocean and Sea -Sea -Fish -Shell -Boat Spring -Flower -Nest -Rain -Grow Easter -Egg -Bunny -Chick -Basket -Hunt	Eggs-caterpillar-cocoon and butterfly Worms Frogs Birds	Ice cream Flowers Camping Picnic
Stories	Can you do it/ Eric Carl I like myself. Karen Beaumont Gruffalo Paddington	5 Little Pumpkins Brown Bear, Brown Bear Gingerbread Man Kipper's Birthday	Goldilocks Jack and the Beanstalk Nursery Thymes	Owl Babies Dear Zoo Shark in the Park We're going on a Bear Hunt	The Very Hungry Caterpillar Rosie's Walk	Pete the Cat: Shoes Peace at last