2026-2027	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Books (Please note- All themes/core books are subject to change and adaptation depending on the needs and interests of the children.)	**What makes me special?** (7.5 weeks) Core Books - - Spot goes to school / Little Owls first day at school - We are all different (Twinkl Original) - This is me! (Cbeebies George Webster) - Peace at Last - The Colour Monster - The Owl Babies - The Little Acorn (link to Halloween)	**What do I celebrate?** (7 weeks) Core Books - –Sparks in the Sky (Bonfire Night) - Dipals Diwali - Little Glow - Kippers Birthday - Hetty's Hannukah - Kippers Christmas Eve - A Festive Feast (Autumn/ Armistice Day/Children in Need)	**Can you tell me a tale?** (6 weeks) Core Books - - The Gingerbread Man - Goldilocks and the Three Bears - The Three Little Pigs - My first Chinese New Year (Chinese New Year) - Little Red Riding Hood - The Little Red Hen - The Enormous Turnip	**What do you see on the Farm?** (6 weeks) Core Books - - Jasper's Beanstalk - The Very Hungry Caterpillar - The Growing Story - Farmyard Hullabaloo - Wake up time on bumble farm - The Most Exciting Eid - Easter (were going on an egg hunt)	**Who are our helping heroes?** (5 weeks) Core Books- - Topsy and Tim go to the Dentist - Charlie the Fire Fighter (Twinkl original) - Busy People - Doctor - Busy People - Police Officer - The Zoo Vet (Twinkl Original)	**Where shall we travel to?** (6.5 weeks) Books Covering – -We're going on a bear hunt - Pirates Love Underpants -Around the world with Max and Lemon - Commotion in the Ocean - Whatever Next - (International Week) Good Night England
Themes –	- Myself – All about me - Settling in to my new school. - Emotions - Changes - Families - Routines - Oral Hygiene	What is a celebration? - Celebrations - World Religions - Anniversaries	- Traditional Tales - Repeated Refrains - Sequencing a story - What is a tale? – Fiction Text	- Growth and Change/ Introduction to life cycles. - Care of living things and plants - Healthy Food Choices -	- Introduction to Non-Fiction Text - People who help us / Occupations in the community. - Health / Oral health and hygiene.	- Countries around the world - Transport - Similarities and difference of others around the world. - Pirates
Further Oracy Opportunities	**Books (All about me)** -*So Much* by Trish Cooke - *Giraffes Can't Dance* by Giles Andreae - *Elmer* by David McKee - *Only One You* by Linda Kranz - *Marvelous Me: Inside and Out* by Lisa Bullard - *Guess How Much I Love You* by Sam McBratney - *My Mum / My Dad* by Anthony Browne - *All Kinds of Families* by Mary Ann Hoberman - *We Are Family* by Patricia Hegarty - *The Family Book* by Todd Parr	**Books (celebrations)** - *Happy Birthday, Maisy* by Lucy Cousins – simple, child-friendly. - *Spot's Birthday Party* by Eric Hill – interactive flaps. - *It's My Birthday* by Helen Oxenbury – sharing, kindness. - *Dear Santa* by Rod Campbell. - *Stick Man* by Julia Donaldson. - *My First Ramadan* by Karen Katz. - *Ramadan Moon* by Na'ima B. Robert. - *Sammy Spider's First*	**Books (Traditional Tales for Nursery)** - *Goldilocks and the Three Bears* - *The Three Little Pigs* - *The Gingerbread Man* - *Little Red Riding Hood* - *Jack and the Beanstalk* "Fee-fi-fo-fum." - *The Little Red Hen* - *The Enormous Turnip* - *The Ugly Duckling* - *Cinderella* (simplified versions) - *The Billy Goats Gruff* – **Songs & Rhymes**	**Books (Farm-Themed)** - *Big Red Barn* by Margaret Wise Brown - *Farmer Duck* by Martin Waddell - *The Little Red Hen* (traditional tale) - *Click, Clack, Moo Cows That Type* by Doreen Cronin - *What the Ladybird Heard* by Julia Donaldson - *Spot Goes to the Farm* by Eric Hill - *Maisy's Morning on the Farm* by Lucy Cousins - *On the Farm* (Usborne	**Books (Emergency Services)** - *Fireman Sam* (various stories) - *Maisy's Ambulance* by Lucy Cousins - *Topsy and Tim: The Fire Engine* by Jean & Gareth Adamson - *A Day in the Life of a Police Officer* by Heather Adamson - *People Who Help Us: Doctor* by Rebecca Hunter - *The Large Family: Mr Large in Charge* by Jill	**Books (Journeys & Travel)** - *The Train Ride* by June Crebbin - *Mr Gumpy's Motor Car* by John Burningham - *We All Go Travelling By* by Sheena Roberts - *Oi! Get Off Our Train* by John Burningham - *Naughty Bus* by Jan & Jerry Oke - *You Can't Take an Elephant on the Bus* by Patricia Cleveland-Peck - *The Journey Home from Grandpa's* by Jemima Lumley - *Whatever Next!* by Jill Murphy

	Binny's Diwali by Thrity Umrigar. *Lighting a Lamp: A Divali Story* by Jonny Zucker. - The Little Acorn **Songs & Rhymes** - "Head, Shoulders, Knees and Toes" - "If You're Happy and You Know It" - "This is Me" (simple adapted preschool version from *The Greatest Showman*) - "Who's Special? We're Special!" - "Finger Family Song" (Daddy finger, Mummy finger…) - "You Are My Sunshine" - "Grandma's Glasses" - "We All Clap Hands Together"	*Hanukkah* by Sylvia Rouss. - *Hanukkah Bear* by Eric A. Kimmel. - - - *Room on the Broom* by Julia Donaldson. - *Funnybones* by Janet & Allan Ahlberg. - *Sparks in the Sky* by Katie Dale. - *Celebrating Bonfire Night* by Brenda Williams. - *Celebrations Around the World* by Katy Halford. - *Let's Celebrate!* by Kate DePalma. **Songs & Rhymes** "Happy Birthday" (classic and meaningful). "Today's the Day" (circle time chant: *Today's the day, we celebrate, clap your hands, it's really great!*). "Jingle Bells." "We Wish You a Merry Christmas." "Happy Eid Song" (simple chant: *Happy Eid, let's dance and play, family fun on a special day!*). "Dreidel, Dreidel, Dreidel." "This Little Light of Mine" (linked to festival of lights). "Five Little Pumpkins." "Knock, Knock, Trick or Treat" (circle time rhyme). Firework chant: *Zoom, zoom, zoom, rockets in the sky, whoosh and bang, they fly so high!* "The More We Get Together."	- Goldilocks Song (to "Twinkle, Twinkle"): *Goldilocks went to the house, Looking here and there about.* - Who's Afraid of the Big Bad Wolf? (from *Three Little Pigs*). - "Run, run, run, as fast as you can…" (chant from *The Gingerbread Man*). "Fee-fi-fo-fum!" chant (from *Jack and the Beanstalk*). "I'll Huff and I'll Puff!" (echo chant – great for call-and-response). "Old MacDonald Had a Farm" (link to *The Little Red Hen* and *The Enormous Turnip* with animal characters). "Once Upon a Time" circle song: *Once upon a time we say, tell a tale in a special way*	Look Inside / First Experience series) - *Busy Farm* (Campbell Books) - *Rosie's Walk* by Pat Hutchins **Songs & Rhymes** "Old MacDonald Had a Farm" "Baa Baa Black Sheep." "Mary Had a Little Lamb." "Five Little Ducks Went Swimming One Day." "Dingle Dangle Scarecrow." "Horsey, Horsey, Don't You Stop." "The Farmer's in His Den." "She'll Be Coming Round the Mountain" (link to farm life/animals)	Murphy - *I Want to Be a Firefighter / Doctor / Police Officer* (series by Dan Liebman) - *Charlie the Firefighter* (Melissa & Doug picture book). - *Vet Visit* by Ciara Flood **Songs & Rhymes** **"Here Come the Firefighters"** (to *The Wheels on the Bus*): *The firefighters go nee-nah-nee,* *Nee-nah-nee, nee-nah-nee,* *The firefighters go nee-nah-nee,* *All through the town.* "Miss Polly Had a Dolly**"** – doctor/nurse theme. "Five Little Firefighters**"** – counting rhyme. "Police Officer Song" **(**to *London Bridge*): *Police officers help us out,* *Help us out, help us out.* *Police officers help us out,* *Every single day.* "Hurry, Hurry, Drive the Fire Truck" – (drive, climb, spray). "Doctor Foster Went to Gloucester" "Ambulance Song" (circle time chant): *Nee-nah, nee-nah, here we go,* *Helping people high and low.*	- *Rosie's Walk* by Pat Hutchins - *Handa's Surprise* by Eileen Browne - *The Wheels on the Bus* (various picture books) **Songs & Rhymes** "The Wheels on the Bus." "Row, Row, Row Your Boat." "Down at the Station Early in the Morning." "We All Go Travelling By" (Barefoot Books song). "The Big Ship Sails on the Ally Ally Oh." "I'm a Little Aeroplane" (to *I'm a Little Teapot*). "She'll Be Coming Round the Mountain." "Five Little Men in a Flying Saucer." "The Journey Home from Grandpa's" (song version)

Communication and Language	- Developing an understanding of what objects are used for. - Finding an object around the classroom when I am asked. -sharing my needs with my friends and teachers. - To talk about myself and my family. - Let's learn a new word- Vocabulary linked to Theme. - Let's talk about a book – talk time/circle time - To extend a sentence. - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm	- Circle time – I have a voice - My Likes and dislikes - Celebrations -Listen and Do - Following instructions with two parts - What is a question? - I can talk about what I see, hear and smell - Learn and sing new songs. - Let's learn a new word- Vocabulary linked to Theme. - To extend a sentence. - Let's talk about a book – talk time/circle time - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm	- I can talk about a story - Recall key events - I can join in with repeated lines. - Learn and sing new songs. -Listen and Do - Following instructions with two parts. - Let's learn a new word- Vocabulary linked to Theme. - To extend a sentence. - Let's talk about a book – talk time/circle time - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm	- To talk about change - To about the properties of materials – similarities / differences - Asking questions to find out more. - Where can we get information from? -Listen and Do - Following instructions with two parts. - Let's learn a new word- Vocabulary linked to Theme. - To extend a sentence. - Let's talk about a book – talk time/circle time - I can listen to and answer questions – why? - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm	- Listen and Share - Listening and attention – listening to class visitors for a longer length of time. - Question time - I can ask questions to others. - Let's talk about a book – talk time/circle time - I can chat, taking turns with a friend. -Listen and Do - Following instructions with more than two parts. - Let's learn a new word- Vocabulary linked to Theme. - Let's talk about a book – talk time/circle time - To extend a sentence. - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm	- I can say a rhyme Sea shanties Talk like a pirate - I can talk to others about my own thoughts and ideas, even if they are different to others. - Sharing Talk with my class - Special times for families Sharing holiday news Tapestry times - I can talk about what I have heard in a story. - I can chat, taking turns with a friend. - I can follow instructions after listening to them. - Let's learn a new word- Vocabulary linked to Theme. - Vocabulary introduced to extend a sentence. - Let's talk about a book – talk time/circle time - Songs and Rhymes - Listening Games - Little Wandle Foundation phonics - WellComm
Personal Social and Emotional Development	- What is a good behaviour choice in school? - Class rules and getting to know our class friends. - Why do we have rules? - Name games - Caring for our classroom - How we play and learn? - Making new friends. - Begin to understand my friend's emotions. - Families and special people - Home life and routines - Differences Jigsaw FS1 – Being me in my world Think Equal Programme Level 1 (EYFS PSHCE programme)	- What is a good behaviour choice in school? Class rules, school rules and getting to know our class friends. - Why do we have rules? - Name games. - How do we play and learn? - Making new friends. - Different religions and countries - Begin to talk about similarities and differences. - Begin to share and take turns. Jigsaw FS1 – Celebrating Difference	- What is a good behaviour choice in school? Class and wider school rules. - Why do we have rules? - Begins to listen to others - Circle times - Christmas news - Begins good choices in behaviour. - Begins to share and take turns. Jigsaw FS1 – Dreams and goals Think Equal Programme Level 1 (EYFS PSHCE programme)	- What is a good behaviour choice in school? Class and wider school rules. - Why do we have rules? - How can you care for others? - I can listen to and share talk with others - Sharing weekend news. - Begins good choices in behaviour. - Begin to share and take turns. - I can share my play ideas with a friend. Jigsaw FS1 – Healthy Me Think Equal Programme	- What is a good behaviour choice in school? Class and wider school rules. - Why do we have rules? - I can listen to and share talk with others. - Talk time - How can we be a good friend? - How can you care for others? - My friends have feelings just like me. - I can share my play ideas with a friend. Jigsaw FS1 - Relationships	- What is a good behaviour choice in school? Class and wider school rules. - Why do we have rules? - We are all growing up - Preparing for changes Transition to reception. - My history - Recalling past events and special times / Talking about holiday photos and trips with special people. . - I can share my play ideas with a friend and understand that they may have different ideas. Jigsaw FS1 – Changing Me Think Equal Programme Level 1

		Think Equal Programme Level 1 (EYFS PSHCE programme)		Level 1 (EYFS PSHCE programme)	Think Equal Programme Level 1 (EYFS PSHCE programme)	(EYFS PSHCE programme)
Physical Development	- PE Passport – Stability (Gross Motor) - Pulling self-up on climbing equipment/using alternate feet. - Throwing and catching large balls. - Practise cutting using a knife and a fork – can you cut the spaghetti? - Moulding materials - playdough owls? - Gross Motor Mark Making - Streamers – elephants have wrinkles. - Toileting - Importance of hand washing/ personal hygiene – can you wash the babies? Why do they need to be clean? - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment	- PE Passport – Yoga (Gross Motor) - Pulling self-up on climbing equipment/using alternate feet. - Throwing and catching large balls. - Snipping and cutting – can you cut and stick your own celebrate hat? - Gross motor mark making – large mark making, colour mixing, streamers, fireworks in the sky. - Toileting - Importance of hand washing/ personal hygiene. - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment - Begin to be independent when putting on my own coat / shoes.	- PE Passport – Target Games - Throwing different sized balls. - I can throw and catch with a friend. - I can build, balance and make spaces. Can you build a house for the three little pigs using the different materials? - I can build and balance with others. - I can mark make – developing a comfortable grip. - Using scissors to cut along lines. - Toileting - Importance of hand washing/ personal hygiene. - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment. - Begin to be independent when putting on my own coat / shoes.	- PE Passport – Athletics - I can move my body – Hop, skip, jumps - Healthy and 'once in a while' food choices. - I can hold my mark making tools with a comfortable grip and developing control. - Using scissors to cut along lines. - I can cut with a knife safely - Can you cut up your veg to make a soup? - Toileting - Importance of hand washing/ personal hygiene. - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment - Begin to be independent when putting on my own coat / shoes.	PE Passport – Gymnastics – Travelling, Stopping and Making Shapes. - I can control my body – balancing on one leg. - I can pull myself up on climbing equipment with control/using alternate feet. - Working with friends to build and balance. Let's build an emergency vehicle together with the large blocks. - I can hold my mark making tools with a comfortable grip and developing control. - Using scissors to cut around shapes. - Toileting - Importance of hand washing/ personal hygiene. - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment - Grow in independence when putting on my own coat / shoes.	- PE Passport – Gymnastics High and Low. - I can move my body – Hop, skip, jumps, rolls - I can pull myself up on climbing equipment with control/using alternate feet. - Working with friends to build and balance. Let's build a boat using the large blocks. - I can hold my mark making tools with a comfortable grip and developing control. - Using scissors to cut around shapes. - Toileting - Importance of hand washing/ personal hygiene. - Oral Hygiene - Making healthy food choices. - Keep myself safe when using equipment - Grow in independence when putting on my own coat / shoes.
Literacy	- Self-portraits – What do I look like? - Who is special to me? - Who lives in my house? - Getting to know my school routine.	- Logos and writing around me- Logos, print has meaning - I can make marks - Letters to Santa - Name writing - Caring for a book.	- Begins to talk about the parts of a story - beginning, middle and end. - Who is in the story? - Characters - Repeated lines - The parts of a book – spine,	- Begins to talk about the parts of a story - beginning, middle and end. - The parts of a book – spine, front cover, back cover, pages, page numbers.	- Let's talk about the parts of a book. - Let's talk about what happens in a familiar book- Who are our helping heroes? What do they do?	- Let's talk about the parts of a book. - Let's talk about what happens in a familiar book. - Where can we collect new

	- What is a book? - Caring for a book. - "I'm here" Self-registration. - Begins to talk about their marks- my marks have meaning. - What do the letters of my name look like? - Talk about families - Talk about routines - Little Wandle Foundation phonics (see LW breakdown for overview)	- What did the story tell us? – Talking about a book. - my marks have meaning - Begins to talk about their marks. - What do the letters of my name look like? – begins to trace/form letters from name. - Little Wandle Foundation phonics (see LW breakdown for overview)	front cover, back cover, pages - Begins to notice and spot rhymes - my marks have meaning - Begins to talk about their marks. - What do the letters of my name look like? – begins to trace/form letters from name. - Little Wandle Foundation phonics (see LW breakdown for overview)	- I can sequence the book – Order a simple life cycle (beginning and end) - I can draw a part of the story. - Where can we collect new information from? . - My name looks like this – writing letters from my name. - Little Wandle Foundation phonics (see LW breakdown for overview)	Who else is a helping hero? - My marks have meaning/ Marking letters from around me- Writing a thank you letter to a helping hero. Write an information book about a helping hero. - Where can we collect new information from? - My name looks like this – writing letters from my name. - Little Wandle Foundation phonics (see LW breakdown for overview)	information from? – Using pictures form a book to answer questions. - My marks have meaning/ Marking letters from around me- Writing messages in a bottle. Pirate maps. Writing a holiday packing list. Writing a holiday shopping list. What will we need for a beach picnic? Work to my new teacher. - My name looks like this – writing letters from my name accurately. - Little Wandle Foundation phonics (see LW breakdown for overview)
Mathematics	Within Nursery, a mastery approach to teaching mathematics is followed. Advice and strategies taken from White Rose Maths whilst also fulfilling 3-4 year olds outcomes from Development Matters. Although an overview is in place, opportunities are provided through continuous provision and Adult Focus activities throughout the year, linking to other mathematical core concepts. (For full outline of coverage/breakdown, please refer to 'Detailed Maths Long Term Overview' outlined at end of document.)					
	- I can join in with number songs. - I can say some number names. - I can begin to say numbers in the right order. - I can compare groups using more, fewer and the same. - I can explore and build with shapes. - I can notice when sounds, actions or objects repeat.	- I can recognise 1, 2 and 3 objects without counting them. - I can show 1, 2 and 3 using my fingers, objects or actions. - I can copy a repeating action or sound. - I can use words such as in, on, under and next to. - I can count objects and actions to 3. - I can say how many objects are in a small group.	- I can follow and talk about a simple route. - I can use words such as over, under, through and around. - I can notice, copy and continue a simple pattern. - I can take or give 1, 2 or 3 objects. - I can match shapes and objects. - I can explore how objects move when I push or pull them.	- I can recognise small groups of dots without counting. - I can talk about what I notice on dice and dominoes. - I can sort objects into groups. - I can compare groups using more, fewer and the same. - I can make a repeating sound, action or movement for others to copy. - I can turn and move puzzle pieces to make them fit.	- I can make a pattern with an adult or a friend. - I can recognise small amounts in games and actions. - I can match a number of objects to the same number of actions. - I can count objects to 5. - I can show numbers to 5 using my fingers, objects, marks or movements. - I can say how many objects are in a group.	- I can make my own repeating pattern. - I can talk about the part of my pattern that repeats. - I can count carefully to 5 and know when to stop. - I can take the correct number of objects from a larger group. - I can match and sort objects. - I can compare groups and explain what I notice.
Understanding the World	- Owl babies – me and my family - Harvest- Using my senses to explore. - Similarities and differences – people and families.	- Where do I live? What is changing around us? - What is a celebration? - What do I celebrate? - Bonfire Night – How are Fire	- Where do I live? What is changing around us? - How have things changed? Fairy Tales / past and	- What is a farm? – Experiences of a farm. - What is changing around us? How is it changing? - How does a plant	- How are the people around you heroes? What do they do? - Visitors – police officer, dentist, fire	- How can we sail? - How can we travel? Similarities and Difference / Past and Present - Other places in our world.

	- Special people - What I like/ What I don't like - Houses and Homes - How do I Feel? - What can you see? Hear? Smell? Taste? Jigsaw RE – What makes me special? (Christianity/Judaism) (RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)	fighters important – introduction to fire safety / personal safety - What is Diwali? - What is Hanukah? - What is New Year? - What is a Birthday? - What is Armistice Day? - What is Christmas? - How is Christmas celebrated around the world? Jigsaw RE – What is Christmas? (Christianity) (RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)	present Changes over the years. - Let's explore materials. Building materials - How do materials change? - What is Chinese New Year? Where in the world is China? Jigsaw RE – How do people celebrate (Hinduism) (RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)	change? - How does an animal change? What does a baby animals mummy like? - How to look after plants and animals around us- Needs of a plant/ Caring for living things. - Growing my own bean - How have we grown and changed? – Visitor from a Baby. -What is Holi – Hinduism - What is Eid-al-fitr? - Islam - What is Ramadam / Eid? - Why is my mummy / female special persons special to me? Mother's day What is Pancake Day? - Shrove Tuesday / Pancake Day What is Easter? - What can you see? Hear? Smell? Taste? – Exploration of materials. Jigsaw RE – What is Easter? (Christianity) (RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)	fighter, health care professional. - What is a police officer/doctor/firefighter /vet? - What do they do? - Why is my daddy/ male special person special to me? -Father's Day Jigsaw RE – What can we learn from stories? (Christianity/Hinduism/ Sikhism) (RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)	Learning about different countries. International week - Have I travelled anywhere? How did I get there? - Who would sail? Pirates and the sea. Jigsaw RE – What makes places special? (Christianity / Islam / Judaism) (RE focus will visited through discussion and talk time/circle times. These subjects will also be revisited at different points in the year if thought relevant or linked to interests)
Expressive Arts and Design	- Who lives in my home? I can make my home (small world) - What do I look like? - Self-portraits. - I can talk about a colour - Nursery Rhymes – learning new songs. - I can listen to a beat and begin to copy it. - Role play – Home Life. - Listen to the music – talk time / circle time - Pitch Match	- Bonfire Night / fireworks – How do they make you feel? Splatter paintings. - What colours do you see? Can you make them? – colour mixing. - What is a decoration? - celebration decorations - Home Role play- party time - Learning new songs and rhymes - Christmas Songs/ Christmas show - Let's have a celebration	- I can tell a tale (small world) - I can tell a tale. Role play/Investigation area Items from Tales added. - I can move to music, how does it make me feel? Music and movement - What materials shall I use? Building homes for Three pigs Making a mask of our favourite characters?	- Small world /investigation area – On the farm. - What materials will I need? Clay pots for a bean plant. Creating animals on the farm. - What will I see on the farm? Story recall drawing. - I can build and talk. Farm creations (small	- What materials do I need? Create Emergency vehicles. - How can I make a colour? Uses colours for a purpose – Why are they those colours? - Small world Create Tray – emergency services / who helps you? - I can talk about what	- Can we make something to travel around the world? Building (large and small construction) pirate ship/car/aeroplane/train. - Where shall we go? (small world) - Look and Draw – draw what you see. Scenes from under the sea/around the world. - I can choose my materials. - I can talk about what I have

	- Little Wandle Foundation phonics - How does it feel? – Fine motor exploration trays.	(small world) - Listen to the music – talk time / circle time - Pitch Match - Little Wandle Foundation phonics - How does it feel? – Fine motor exploration trays.	- Listen to the music – talk time / circle time - Pitch Match - Little Wandle Foundation phonics - How does it feel? – Fine motor exploration trays.	world) - Listen to the music – talk time / circle time - Pitch Match - Little Wandle Foundation phonics - How does it feel? – Fine motor exploration trays.	I have heard. Talk time / circle time - Pitch Match - I can make sounds with instruments. Siren beat. - Little Wandle Foundation phonics - How does it feel? – Fine motor exploration trays.	heard – Talk time / circle time. - Pitch Match . Talking like a pirate. - Let's learn a sea shanty. - Let's create our own sea shanties. - Who will we be? Role play investigation – let's be an explorer. What will we explore in?

PLEASE NOTE - All themes, teaching and focus books are subject to change and adaptation depending on the needs and interests of the children.

Enrichment Opportunities

Half term	Enrichment opportunity	What the children will experience	EYFS curriculum / wider link
Autumn 1 *What makes me special?* Me, myself and I	Number Fun Day	Enjoy a visit from Dave Godfrey (Number Fun), joining in number songs, rhymes and movement activities to develop confidence with early counting.	C&L / Mathematics / EAD
	Local area – park visit to see the owl carvings	Explore the owl carvings and look for early autumn changes. Share observations and make links with the story Owl Babies while practising safe walking.	UW / C&L / PSED
	Trafford Storytelling	Join librarians from Trafford Libraries for interactive stories, rhymes, songs and movement, developing listening, language and enjoyment of books.	C&L / Literacy / EAD
Autumn 2 *What do we celebrate?* Celebrations and special times	Visit from the Fire Service	Meet firefighters, find out how they help people and talk about keeping safe around bonfires, fireworks and emergencies.	UW / PSED / C&L
	Nativity production	Rehearse and perform alongside Reception, joining in with songs and actions while building confidence, cooperation and a sense of belonging.	EAD / C&L / PSED
	Pantomime	Enjoy live theatrical storytelling, respond to characters and events, and experience performance as part of a shared audience.	Literacy / EAD / C&L
	Storytime with Auntie JoJo – Gruffalo Granny	Enjoy a shared storytelling and activity session linked to the Gruffalo Granny story, using talk, imagination and creative responses.	Literacy / C&L / EAD
	Christmas celebration	Celebrate together with a visit from Santa and a Christmas party, practising social skills, sharing and participation in familiar routines.	PSED / UW / C&L
Spring 1 *Can you tell me a tale?* Traditional tales	Local area – winter park visit	Notice winter weather and seasonal changes, compare the park with previous visits, and practise listening, following instructions and staying safe.	UW / C&L / PSED
	Visit to the local library	Discover the local library, listen to a story, explore books and find out how libraries help people enjoy reading.	Literacy / C&L / UW / PSED
	Visit to the SPAR shop – community engagement	Explore a familiar local shop, learn about people who work there and practise polite questions, making choices and recognising everyday products.	UW / C&L / PSED
	Let's make a picnic – sandwich making	Choose and prepare simple sandwich ingredients, follow instructions and practise hygiene, independence and taking turns with equipment.	PD / PSED / C&L
	Yoga Session	Join in gentle stretching, balance and breathing activities to develop body awareness, coordination and ways to feel calm.	PD / PSED
	Storytelling Week	Listen to, act out and retell familiar tales using repeated story language, actions and props.	Literacy / C&L / EAD

Half term	Enrichment opportunity	What the children will experience	EYFS curriculum / wider link
	Chinese New Year celebration	Explore Chinese New Year through stories, music, art and discussion of traditions, recognising that families celebrate in different ways.	UW / EAD / C&L
	Learning Together session	Invite parents and carers to join children in shared learning activities, encouraging conversation, play, cooperation and positive home–school links.	PSED / C&L / Family partnership
Spring 2 *What do you see on the farm?* Growth and change	Local area – park visit: signs of growth	Look for buds, flowers and new growth, observe how the park is changing and talk about what plants need to grow.	UW / C&L
	Baby visit – parent and child	Meet a parent with a baby and talk about how people grow and change, noticing differences in babies' needs and developing respectful curiosity.	UW / PSED / C&L
	Baking – let's bake a cake	Follow a simple recipe, explore ingredients and changes during mixing and baking, and practise measuring, hygiene and turn-taking.	Mathematics / PD / UW
	World Book Day	Celebrate favourite books and characters through shared reading, storytelling and playful opportunities to develop a love of books.	Literacy / C&L / EAD
	World Poetry Day	Enjoy rhymes, poems, rhythm and repeated phrases; join in with actions and experiment with language and sounds.	Literacy / C&L / EAD
	British Science Week	Explore practical, age-appropriate investigations, making predictions, noticing changes and talking about discoveries.	UW / C&L
	Learning Together session	Share hands-on activities with parents and carers, supporting joint exploration, communication and enjoyment of learning.	PSED / C&L / Family partnership
Summer 1 *Who are our helping heroes?* People who help us in the community	People in the community – visitors	Meet local helpers such as a nurse or dentist, ask questions and find out how different people care for and support our community.	UW / C&L / Careers
	Trafford Storytelling session	Enjoy a visit from Trafford Libraries with engaging stories, rhymes and discussion to extend vocabulary and love of reading.	Literacy / C&L / Community
	Local area – tram visit to Altrincham	Travel by tram to Altrincham, noticing familiar places, community facilities and transport while practising safe travel routines.	UW / PSED / C&L
	Community: read and picnic in the park	Share books and a picnic outdoors, enjoying reading in a different environment and practising conversation and social skills.	Literacy / PSED / Community
	Guest Reader in the Spotlight	Listen to a guest reader, share responses to a story and discover that reading is enjoyed by different people in our community.	Literacy / C&L / Community
	Numeracy Week	Take part in playful counting, pattern, number and problem-solving activities beyond everyday classroom routines.	Mathematics / C&L
	International Week	Visit other classes to learn about countries, people and traditions around the world, celebrating similarities and differences.	UW / C&L / Cultural awareness
	Cultural dancing	Explore music and dance from different cultures and learn shared movements while developing rhythm, coordination and expression.	EAD / PD / Cultural awareness
	Multi-cultural markets	Explore cultural displays, activities and foods, developing curiosity and respect for different backgrounds and communities.	UW / PSED / Cultural awareness
	Learning Together session	Welcome families to share practical classroom activities, encouraging positive relationships and learning through play.	PSED / C&L / Family partnership
Summer 2 *Where shall we travel to?* Travel, transport, pirates and faraway lands	EYFS trip to Smithills Farm	Meet and observe farm animals, learn about their needs and care, and experience the countryside through a supervised visit.	UW / C&L / PSED
	Wonder Dome session	Take part in an immersive dome experience, observe and describe what they see, and link imaginative ideas to journeys and faraway places.	UW / C&L / EAD
	Family beach trip	Explore a local beach with family members, noticing sand, water and seaside features and making links with travel and transport learning.	UW / PSED / Family partnership
	World Music Day	Listen and respond to different styles of music from around the world through singing, movement and simple music-making.	EAD / C&L / Cultural awareness

Detailed Maths Long Term Overview 2026-2027

Autumn 1						Autumn 2				
Number songs / Settling In	**Comparison 1: More than, fewer than, same**	**Shape, space and measure 1: Explore and build with shapes and objects**	**Pattern 1: Explore repeats**	**Counting 1: Hear and say number names**	**Counting 2: Begin to order number names**	**Subitising 1: I see 1, 2, 3**	**Pattern 2: Join in with repeats**	**Shape, space and measure 2: Explore position and space**	**Subitising 2: Show me 1, 2, 3**	**Counting 3: Move and label 1, 2, 3**
Week 1-2	3	4	5	6	7	1-2	3	4	5	6-7
Opportunities for settling in, introducing the areas of provision and getting to know the children. Establish short circle-time routines. Sing counting rhymes, action songs and finger-number songs. Count children, objects and actions informally during routines.	Compare small collections using the language *more*, *fewer* and *same*. Match objects using one-to-one correspondence.	Explore blocks, loose parts and construction materials. Select shapes for a purpose and investigate how objects fit together.	Notice repeated sounds, movements, actions and arrangements. Join in with repeated sections of songs and stories.	Hear, say and join in with number names through songs, rhymes and everyday routines.	Practise saying number names in order. Count actions and objects informally and notice when part of the number sequence is missing or incorrect.	Recognise quantities of 1, 2 and 3 without counting. Notice these quantities in different arrangements.	Copy and join in with repeated sounds, movements and actions. Predict what comes next.	Explore positional language such as *in*, *on*, *under*, *behind*, *inside* and *next to*.	Represent 1, 2 and 3 using fingers, objects, sounds, movements and marks. Match different representations of the same quantity.	Count objects and actions accurately to 3. Understand that the final number said tells us how many there are. Begin to label small quantities.
Continuous provision Provide counting-song props, loose parts, construction materials, collections to compare and opportunities to use number names throughout the day.						**Continuous provision** Use dot cards, small collections, finger-number games, hiding games, repeated patterns and opportunities to find or collect 1, 2 or 3 objects.				

Spring 1				Spring 2			
Shape, space and	**Pattern 3:**	**Counting 4:**	**Shape, space and**	**Subitising 3:**	**Comparison 2:**	**Pattern 4:**	

measure 3: Explore position and routes	Explore patterns	Take and give 1, 2, 3	measure 4: Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Shape, space and measure 5: Start to puzzle
1	2-3	4-5	6	1-2	3	4	5
Follow and describe simple routes using words such as *forwards*, *backwards*, *over*, *under*, *through* and *around*.	Notice, copy and continue patterns in objects, nature, music and movement. Begin to identify the part that repeats.	Select a requested number of objects from a larger collection. Give an adult or friend 1, 2 or 3 objects.	Match objects and shapes. Explore how objects move when pushed, pulled, rolled or slid.	Recognise small quantities on dot cards, dice and dominoes. Talk about how the dots are arranged and what can be seen.	Sort objects according to different properties. Compare groups using *more*, *fewer*, *same*, *lots* and *not many*.	Lead a repeating sequence of sounds, movements or actions for others to copy.	Complete inset puzzles, jigsaws and shape puzzles. Turn and rotate pieces to make them fit.
Continuous provision Include obstacle courses, simple maps, patterned threading, action patterns, counting collections and opportunities to label quantities to 3.				**Continuous provision** Provide posting games, simple shops, ramps, wheeled toys, sorting trays, dice and dominoes.			

Summer 1			Summer 2		
Pattern 5: Making patterns together	**Subitising 4: Make games and actions**	**Counting 5: Show me 5**	**Pattern 6: My own pattern**	**Counting 6: Stop at 1, 2, 3, 4, 5**	**Comparison 3: Match, sort, compare**
1-2	**3-4**	**5-6**	**1-2**	**3-4**	**4-5**
Work with adults and peers to copy, continue and create repeating patterns using objects, sounds and movements.	Recognise quantities through sounds, actions and movements. Match a quantity to the same number of actions or objects.	Count and represent quantities to 5 using fingers, objects, marks, sounds and movements. Develop secure one-to-one correspondence and cardinality.	independently create a repeating pattern using objects, marks, sounds, actions or movements. Talk about the repeating part.	Count accurately to 5 and know when to stop. Select a requested quantity from a larger group and solve simple practical counting problems.	Match, sort and compare objects and quantities. Explain simple sorting choices and use mathematical comparison language.
Continuous provision Include puzzle stations, collaborative pattern-making, action games, dice games and opportunities to subitise during outdoor play.			**Continuous provision** Use five frames, counting collections, track games, sorting challenges, pattern resources and opportunities to solve practical mathematical problems.		

PLEASE NOTE - All timings, themes, teaching and focus books are subject to change and adaptation depending on the needs and interests of the children. Sessions are supported by the White Rose Maths guidance and EYFS Development Matters.