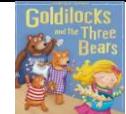
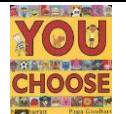


Orchard Nursery Long Term overview 2025-2026





	PSED	CL	PD	Literacy	Mathematics	UtW	EaD	
Theme/Texts	Changes - Winter and stories with repetitive rhymes and rhythms							
<b>Spring 1</b>	Play in a group, beginning to elaborate ideas. Enjoys small tasks/praise. Confident to talk to others, talk about home and community. Begin to accept the needs of others and take turns. *Protective Behaviours - body parts, unsafe/safe touching, Underpants rule.	Listen to, recall stories and repeating refrains. Begin to understand prepositions. Begin to use tenses. Build new vocabulary. Use talk to connect ideas, link thoughts. Begin to question and give explanations understanding how and why questions.	<b>Gross motor</b> Move their body in different ways, eg along the trim trail. Negotiate space. Throw a ball. Large scale movements, <b>Fine motor</b> Pencil control, no longer whole hand. Scissor and tool control, and understand safety. Recognise if tired, hungry. Dresses with help.	Phonics - Enjoy rhyme and rhythm in words. Alliteration. Hear and identify environmental sounds – animal, household sounds. Begin to hear initial sounds. Story sequencing, recall of events, repeated refrains. Describe story characters and settings. Recognise, and begin to write name. Independent meaning to marks, Story maps, sequencing.	Counting for ordinality - number songs. Noticing, comparing and communicating – natural objects and patterns. Perceptual subitising to 3. Using number names in play. Playing with and making arrangements with shapes. Recognise 'same' Begin representations Positional language Size	Talk about things they observe – ice melting investigations Observe and use sense to explore changes in winter. Comments and asks questions about the familiar world – where they live. Show interest in the lives of others - Chinese New Year Know they are unique, and talk about similarities and differences Operate simple equipment, eg draw on the IWB.	- Tap repeated patterns, using hands, feet, instruments. Join construction vertically and horizontally. Make enclosures. Explore colour changing and use of different tools. Explore drawing - Use line to enclose a space Explore colour mixing using paint and chalk. Develop stories in role-play, taking on a different role, and build upon a story in small world play.	
<b>By the end of the term most children will know:</b>	How to use sentence starters to interact with peers. How to complete small tasks, such as washing up. How to behave, when given praise, what it feels like to feel happy inside. Know their body boundary and trusted adults.	The key events and phrases in the stories: 'We're Going on a Bear Hunt' 'The Three Billy Goats Gruff' 'Goldilocks and the Three Bears'	That we are learning to strengthen our shoulders, elbows, wrists and fingers and that it will help our pencil grip. How to let go of a ball and begin to throw and catch to self and with a partner.	Know and say the Nursery Rhymes: <b>Jack and Jill, Hey Diddle Diddle, Little Miss Muffet.</b> How to hear and identify an environmental sound. The story events, and characters. The repetitive phrases.	How to perceptually subitise to 3. Recognising groups of 1, 2 and 3 without the need to count.	Some changes that occur during the winter, eg cold weather, snow, frost, ice. How to melt and freeze ice. How some people celebrate Chinese New Year.	How to clap and tap a steady beat. How to join large construction pieces together to make an enclosure. That different tools produce different paint effects. How to explore colour and colour-mixing.	
<b>Developed these skills:</b>	Take turns in a game with a few children.	Engage in a conversation. Listen and begin to join in with a story. Listen and respond to a question.	Move from whole hand to holding pencil between first 2 fingers and thumb. <b>Pencil grip 2/3 with a dominant hand</b> <b>Cut along a straight line with scissors.</b> <b>Scoop food with a fork</b>	Mark making for meaning/directional mark making Clap simple rhythms/syllables in name. Copy a body percussion sound or pattern of sounds.	Using a five frame to recognise 1, 2 and 3, to 'move it to prove it.'	Problem solving and critical thinking – how to melt and freeze ice. Listening and reasoning.	How to use pencils or pen to enclose a space. Clap and tap a repeating pattern using instruments. Adding different colour paints and mixing together to make a new colour.	
<b>Know and use this vocabulary:</b>	Sentence starters: 'Can you help me Please?' 'Can I have it please?' 'My turn now, your turn next'.	Story vocabulary: 'long wavy grass, swishy swashy... Trip, trap... who's that trip trapping over my bridge?'	Shoulder, elbow, wrist, fingers. Tired, hungry, thirsty. (Rhyme to put on coat) – "Hood by your foot" Drop, throw, catch.	Goldilocks and the Three Bears – 'Who's been eating...?' Author, character	Number names. Five frame, same, more, less, fewer, full, empty. Under, on, in front, behind, next. Part, whole	Winter, ice, frost, cold, freezing, melting. Chinese New Year, celebration, lantern chopsticks.	Steady beat, rhythm. Clap, tap, claves. Colour mix, splatter paint, drip, drop, pour. Build, stack, tower, join.	
<b>Our rising 3s will...</b>	Follow the routines with additional adult support and visual prompts. Engage in onlooker and parallel play. Show signs of toilet training	Listen for a shorter time. Respond to a one part instruction. Say a short phrase with developing pronunciation.	Climb with two feet. Use a balance bike – not pedals. Show interest in using mark making tools. <b>Pencil grip 1 and 2.</b>	Imitate vertical/horizontal lines, loops, dots and circles. Begin to listen for an increased amount of time and begin to join in words of a nursery rhyme.	Notice and begin to describe natural objects – long, short, more...	Use senses to explore and begin to name what is observed in Winter, eg cold, ice.	Use imagination to recreate own experiences and use objects to represent something else. Show interest in loose parts and exploring paint.	
<b>Know these stories or have shared these books:</b>								







## Additional Key Information

Woven throughout our curriculum are:

**Characteristics of Effective Teaching and Learning:** Playing and Exploring, Active Learning, Creating and thinking critically.

**British Fundamental Values:** democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths & beliefs

Pencil grip 1,2,3,4



grip 1



grip 2



grip 3



grip 4

### Progression of play:

#### Unoccupied Play (3m -2yrs)

Movements that children make, often with no clear purpose.

#### Solitary Play (3m -2yrs)

Children start to play on their own. Children not seem to notice other children nearby.

#### Onlooker Play (2.5 yrs)

Children watch others play. The child who is looking may ask questions, but does not join in the play.

#### Parallel Play (2.5 – 3.5 yrs)

Children begin to play side by side, but without any interaction. They are paying attention to each other.

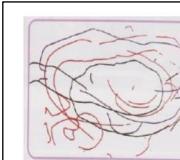
#### Associative Play (3-4 yrs)

Children start asking questions of each other. They have similar goals, but no set rules.

#### Social Play (4-6 yrs)

Children begin to share ideas and toys, and follow established rules.

### Progression of Writing patterns:



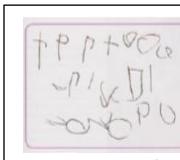
**Preliterate mark making**  
(No intentional meaning)

Random and spontaneous in vertical, horizontal and circular motions.  
2 yrs

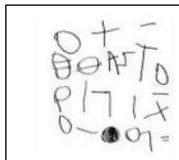


**Mark making for meaning**  
(More varied shapes. Begin to say what they have written.)

Initiate a vertical line and horizontal line.  
2.5 yrs



**Directional mark making**  
(Shapes that may be written across the page.)



**Symbolic mark making**  
(Attempting letter like shapes, but not linking to sounds.)



**Emergent writing**  
(Symbols they know the sounds they make. Mostly from name.)

\*To support the development of pencil grip and writing patterns, we plan sequentially across the year:

**Flipper Flappers,**  
**Write Dance,**  
**Dough Disco.**

Progression of Scissor/Cutting Skills:		
<b>2 Years</b> Approximate age	Cutting dough/cooked pasta	
<b>2.5 Years</b> Approximate age	Cutting snips on paper	
<b>3 Years</b> Approximate age	Cutting a straight line	
<b>3.5 Years</b> Approximate age	Cutting a curve line or circle	
<b>4 + Years</b> Approximate age	Cutting a square	

Progression of Scissors:		
Plastic Playdough Scissor		
Loop Scissor		
Spring Back Scissor		
4 Holed Scissor		
Non-spring Scissor		
Patterned Scissor		