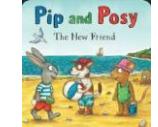
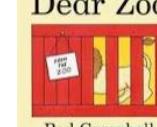
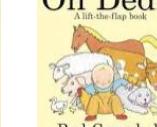
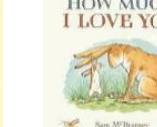


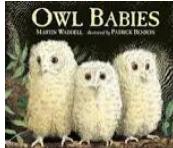
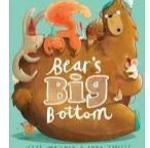
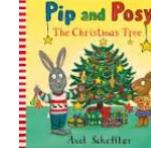
Daisy Nursery Long Term overview 2025-2026



	PSED	C&L	PD	Literacy	Maths	UtW	EA&D			
Theme	Me in My World - All About Me!									
Autumn 1 Starting points and spotlights met/ not met	Begins to settle into Daisy Nursery. Separates from carer with encouragement. Begins to engage with others through gestures, gaze and talk. Knows their name. Like to do things for themselves. Show emotions and seek comfort from a trusted adult.	Listen and respond to a simple instruction. Anticipate next word or action in a song. Begin to put two words together, eg 'More milk.' Begins to ask questions. Repeats words and finds objects on request	Large body movements, such as waving, rolling, crawling and walking. Clap hands and stamp feet to music. Climbs over objects. Climbs stairs. Uses a spoon or fork.	Listen to simple stories and look at the pictures to begin to understand what is happening. Enjoys songs and rhymes.	Takes part in finger rhymes and number songs. Explore natural materials to notice similarities and differences, eg Autumnal objects – different sized leaves. Find their way around the environment.	Use their senses to explore the world around them. Notice and explore the different weathers and changing season – Autumn. Make sense of space and environment through small world trains and cars. Our family and who I live with at home. How some people celebrate Diwali.	Responds to familiar songs and rhymes. Build with a range of resources. Explore paint with hands. Use role play to recreate known experiences.			
By the end of the term most children will know or have heard: (knowledge)	The routines of Daisy Nursery. Which adult to seek for comfort and help.	Know and say approximately 50 words.	How to move their bodies for different purposes.	The Nursery Rhymes: Twinkle Twinkle... Baa Baa Black Sheep 'Hello Song'	The number songs: All the Leaves are Falling Down. Five Little Leaves So Bright Today.	The name of different weathers. Some people celebrate Diwali.	Begin to sing a few words.			
Developed these skills:	Solitary Play.	Know more words. Put two words together. Listen and respond.	Climb over objects. Core strength.	How to hold a book and turn the pages. Preliterate mark making Pencil grip 1.	Noticing and exploring all around. Matching.	Scooping and digging sand. Pouring, filling, emptying	How to build by placing or stacking. Begin to recreate experiences through role play. Painting			
Know and use this vocabulary:	Hello, Mummy, Daddy other family members. Key person names. Friend, share, take turns, kind, smile, wait.	Listen, quiet, loud. More, gone, go. Car, ball, drink, coat,	Arms, legs, climb, dance, move. Eat, nappy, toilet, potty. Up, down, in, out.	Story, pictures, song, rhyme, Nursery Rhymes.	Some number names 1-5 – counting for ordinality. Noticing words, eg big, little, small. Fat, thin.	Rain, sun, cloud, cold, rainbow. Hot, moon, light, colour	Play, house, tea set, kitchen, drink, cup, spoon.			
Know these stories or have shared these books:	 Spot Loves Nursery Eric Hill	 Pip and Posy The New Friend And Schleifer	 We're Going on a LEAF HUNT By Bruce Golding Illustrated by Steve Smallman	 Sing The Leaf HUNT By Bruce Golding Illustrated by Steve Smallman	 Brown Bear Brown Bear What Do You See? Bill Martin Jr / Eric Carle	 Dear Zoo Rod Campbell	 Oh Dear! A lift-the-flap book Rod Campbell The creator of Dear Zoo	 GUESS HOW MUCH I LOVE YOU Sam McBratney Illustrated by Anita Jeram	 The Very Hungry Caterpillar Eric Carle	 The Very Busy Spider Eric Carle

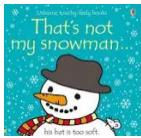
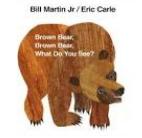
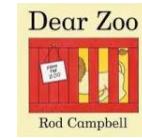
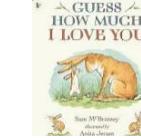
Daisy Nursery Long Term overview 2025-2026



	PSED	C&L	PD	Literacy	Maths	UtW	EA&D
Theme	Changes and Celebrations – Autumn, Diwali and Christmas!						
Autumn 2 Spotlights met/ not met	Continue to settle within the Daisy environment. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Beginning to show an awareness of bladder and bowel movements.	Begin to understand longer sentences, eg, 'Find your coat'. Understand simple questions about 'who', 'what' and 'where' Listen and responds to different sounds in the environment. Begin to put 2 or 3 words together.	Walks and runs over different level surfaces – eg outside obstacles. Climbs stairs, with both feet on each step eg on slide. Holds tools with thumb and all fingers. Uses a spoon or fork. Holds a cup with two hands. Take off simple clothes, eg hat.	Say some of the words in songs and rhymes. Enjoy sharing books with an adult and responds to the pictures or the words. Have favourite books and looks at books independently. Repeat words and phrases from familiar stories. Enjoys making marks on paper, in sand, foam etc.	Begin to compare amounts and recognise when the same or different. Make simple constructions. Complete simple jigsaw and peg puzzles. Explore differences in weight and size. Explore toys from different viewpoints.	Use senses and talk about things they observe all around them – in the sky, weather, plants. Small world reconstruction, eg farm, doll's house. Their family and families of others. How some people celebrate, eg Bonfire Night, Children in Need, Christmas.	Join in with songs and rhymes. Move and dance to music. Explores sounds by tapping, banging etc. Explore building – stacking. Explore drawing and enclosing. Imitate everyday actions through role-play.
<u>By the end of the term most children will know:</u> <u>(knowledge)</u>	The routines of Daisy Nursery. Other children to play alongside. Which adults to seek for comfort and help.	How to stop and switch attention to listen.	How to travel safely along different heights and surfaces.	Heard the Nursery Rhymes: Incy Wincy Spider Head Shoulders Knees and Toes 5 Cheeky Monkeys Owl Babies story	When small quantities are the same or different. How to complete a peg puzzle.	How the weather has changed in the Autumn. How some people celebrate Bonfire Night and Christmas.	The Christmas Songs: Santa Got Stuck up the Chimney, Jingle Bells, Twinkle Twinkle...and know the actions to join in.
<u>Developed these skills:</u>	Solitary play and begin to Play alongside peers – onlooker play	Responding to an instruction. Listening skills. Say 2 word phrases.	Climbing and balancing. Moving their body safely. Fine and gross motor.	Preliterate mark making Pencil grip 1.	Constructing Matching Comparing	Observing, touching, listening to explore. Placing and attaching tracks.	Saying and singing. Swaying and stamping. Building by stacking and placing horizontally.
<u>Know and use this vocabulary:</u>	Now, next, wait, my turn, your turn. Friend, share.	I, me, mine, my	Arm, legs, feet, dance, move, climb. On, off	Owl babies story vocabulary: owl, mummy, come back, tree, ivy. Soft, hard, wet, dry, book, picture.	Some number names 1-5 – counting for ordinality. More, lots, same, less Heavy, light.	Farm animal names. Pumpkin, seeds, stripy, orange, peduncle. Autumn, cold, rain. Bonfire, fireworks, Diwali Christmas, tree, baubles, candy cane, lights. Mary Joseph, Jesus, donkey, camel, Nativity.	Play, house, kitchen, tea set, baking tray, scales, gingerbread man cutter. Tap, bang.
<u>Know these stories or have shared these books:</u>	         						

Daisy Nursery Long Term overview 2025-2026



	PSED	C&L	PD	Literacy	Maths	UtW	EA&D
Theme	Me in My World – All About Me and Winter changes!						
Spring 1 Starting points and spotlights met/ not met Key: Our returners: existing children returning to Daisy Nursery.	Watches what friends are doing and begins to play next to them. Notice what adults do and begins to help. Shows more independence, sometimes rejecting help, 'Me do it.' Expressing different feelings -sometimes feelings of frustration. Helps to wash hands. Growing awareness of bladder and bowel movements.	Is interested in listening to stories read or retold, especially different voices or noises. Able to stop what they are doing to listen, shifting attention. Understand simple concepts, eg fast, slow. Uses lots of new words learned. Beginning to use: me, I and you.	Run, change direction and slow down so they don't bump into things. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Can make lines and marks.	Shows interest and enjoyment in books and stories. Joins in with songs and rhymes, copying sounds, rhythm, tunes and tempo Enjoys drawing freely. Pencil grip 1.	Listen to number songs. Compares amounts using words such as lots, more and same. Complete an inset puzzle. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Understand the pattern of the day.	Use all their senses in hands-on exploration of natural materials. Winter and ice investigation. Imitating family events, eg in the house. Understand how some people celebrate events, eg Chinese New Year. Build construction meaningful to them in their environment, eg houses. Technology to transport – pipes, funnels etc.	Join in with songs and rhymes. Move and dance to music. Explore building – stacking a tower. Explore drawing and enclosing. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Imitate everyday actions through role-play.
By the end of the term most children our returners will know: (knowledge)	How to try things for themselves to gain more independence.	New words and can use pronouns when talking.	How to move their bodies to negotiate around some obstacles.	The Nursery Rhymes: 'Hello Song' '12345 Once I caught a fish...' 'Wind the Bobbin up'. The story, 'We're Going on a Bear Hunt.'	How to complete a puzzle. Recognise when small quantities are different.	The weather is colder in the winter. Ice is cold and can be melted.	How to create marks with paint and drawing materials.
Developed these skills: our returners	Play alongside peers – onlooker play Express.	Hearing sounds and distinguish where they come from.	Moving at different speeds. Attempt to catch a ball. Positional awareness.	Pencil grip 1. Preliterate mark making	Matching to complete an inset puzzle. Comparing.	Observing, touching, listening to explore. Filling and emptying	Paint printing with different tools.
Know and use this vocabulary:	I do it. My turn. Happy, sad.	I, me, my, mine. You	Catch, throw, ball. Over, under	Hello Song. Pull, clap, stomp. Story vocabulary: long wavy grass...	Lots, more, same.	House, home, family. Winter, water, full, cold, ice, frost, snow, snowman. Chinese New Year, chop sticks, lantern.	Paint, print, brush. Move and stop.
Our new starters will...	Begin to separate with encouragement and begin to know Daisy routines.	Begin to listen to an instruction and put two words together.	Make large body movements and clap and wave.	Listen to and enjoy songs and begin to listen to a short story.	Take part in finger rhymes and notice the environment around them.	Use senses to explore the world around them and make sense of place through small world play.	Respond to familiar rhymes and explore paint, construction and role-play.
Know these stories or have shared these books:	 	 	 				

Daisy Nursery Long Term overview 2025-2026



Daisy Nursery Long Term overview 2025-2026



Daisy Nursery Long Term overview 2025-2026



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.

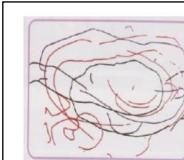
Associative Play (3-4 yrs)

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:



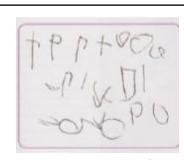
Preliterate mark making
(No intentional meaning)

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

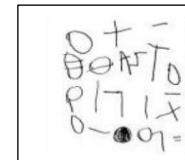


Mark making for meaning
(More varied shapes. Begin to say what they have written.)

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:		
2 Years Approximate age	Cutting dough/cooked pasta	
2.5 Years Approximate age	Cutting snips on paper	
3 Years Approximate age	Cutting a straight line	
3.5 Years Approximate age	Cutting a curve line or circle	
4 + Years Approximate age	Cutting a square	

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