Year Group EYFS NURSERY	**Medium Term Overview**	Term and Year: Spring 2026
CURRICULUM DRIVER FOCUS: Local community & environment **THEME: My Special World Around Me**		
PRIME AREAS		**Suggested book list**
COMMUNICATION AND LANGUAGE (CL)	Engage in story times - enjoys listening to stories and can retell parts of the story. Asking questions about what they see and notice using; what, how, when, who, where? Exploring new vocabulary - using it in our everyday language. Speaking in sentences with more than 3 words. Understanding an instruction and/or question that has two parts -*'Please get a pencil and sit on the chair'* *Why do you think the mouse was scared of the Gruffalo?* Continue to join in with familiar nursery rhymes. Communicate their wants and needs in sentences, for example 'I would like a drink, I am thirsty'.	**The Tiger Who Came to Tea** **The Gruffalo** **Whatever Next** **Mr Wolf's Pancakes**

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)	Collaborative play - extending and elaborating on their play together. Increasingly follow rules and understand they are there to keep up safe; for example to walk inside the Nursery. Talk about their own feelings: happy, sad, angry, calm, worried. Using words to resolve conflict, talking to their friends when wanting to have a turn. Developing their sense of responsibility and membership of the community; for example hanging up their coats, washing up their cups and plates, collecting milk and fruit for snack time. Being increasingly independent in meeting their own care needs - brushing teeth, washing hands and using the toilet independently.	**The Colour Monster** **The Ugly Duckling** **Kindness Rules** **Pip and Posy - The Bedtime Frog**
PHYSICAL DEVELOPMENT (PD)	Exploring balance - stand on one leg, hold a pose, walk using alternate feet along stepping-stones or a plank. Climb on and off apparatus independently; recognise how to move safely off equipment. Continue to develop pencil grip and scissor skills. Developing the skill of putting on their own coat and zip, putting on own shoes and socks.	**Monkey and Me by Emily Gravett** **Inside, Outside, Upside down.** **Vegetable Glue** **Ready, Steady Mo!**

	Start to move with confidence when skipping, hopping, jumping, running and walking. Collaboratively manage large items e.g. carrying a large community block together from one place to another. Understanding the importance of washing our hands thoroughly and regularly brushing our teeth.	
SPECIFIC AREAS		
LITERACY (L)	Continue to explore the 5 concepts of print, e.g. that print has meaning, can have different purposes, that we read left to right, how to use books appropriately - front cover, back cover and that pages follow on from each other. Phase 1 phonics, exploring the seven aspects of Developing awareness of rhyme in stories and songs and identifying those words which rhyme, e.g. oi **frog** sit on a **log** encouraging children to fill in the gaps when a rhyming word is missing. Creating rhyming strings with words that rhyme with their name…**Sammy,** jammy, whammy, mammy. Developing children's awareness of sounds by changes words in familiar rhymes so that they still rhyme…Twinkl twinkl chocolate bar, my dad drives a rusty car!	**Lost & Found** **Mr Wolf's Pancakes** **Oi Frog** **The Smeds and The Smoos** **Vegetable Glue** **Goldilocks and the 3 Bears**

	Write and recognise their name. Write birthday cards, shopping lists and simple stories.	
MATHEMATICS (M)	Comparing quantities - more than, fewer than. Readily recites numbers to 1 to 5 with accurate 1:1 correspondence. Continue using numbers in their play, e.g. here are two bananas and one apple for your basket. Can you show ten fingers up. Cardinal principle, counting a set of bricks and knowing that the last number is the number of bricks in the set. Exploring numerals and counting in their writing, for example putting 6 red dots on the apple tree. Positional language, where is the bear? He is on top of the box. Talk about and explore 2D and 3D shapes, describing them in some mathematical language, such as flat, corner and round. Encouraging sensitive conversations about what they notice is the same and what is different. Describe a familiar route for example from Nursery to home.	**Count Down to Bedtime** **10 Little Dinosaurs** **My Granny Went to Market** **We are going on an Egg Hunt** **We are the shapes!**

UNDERSTANDING OF THE WORLD (UW)	Beginning to explore different countries, languages and religious festivals. Continue to develop positive attitudes about the differences between people. Explore life cycles - penguins Developing awareness of changes around them and talk about what they see, for example the changes that occur in Winter and Spring. Explore how things work; looking at items with wheels, household items e.g. keyboards, magnets and calculators.	**Dragon Dance** **Rameena's Ramadan** **The Gruffalo's Child** **A Thing Called Snow**
EXPRESSIVE ARTS AND DESIGN (EAD)	Develop complex stories and build complex structures using small world items; such as animals, wooden blocks and shells. Develop imaginative stories with objects, and use objects to represent other things, for example plastic cones become mountains and pebbles are people. Listen with increased attention. Explore colour mixing - developing and noticing varying shades of colour, e.g. light blue, navy blue, indigo.	**Paper Dolls** **The Magic Paintbrush** **I am an Artist**

	Draw with increasing detail, for example a sad snowman with a hat, carrot nose, coal buttons with twigs for arms and legs. Explore joining different materials together and review effectiveness of these choices. For example, are you going to use Pritt stick, Sellotape, wire, PVA glue to make your hat? Moves freely to music and can copy a simple movement pattern. Remember and sing entire songs.	