

EYFS – Nursery Yearly Overview 2025-2026**Curriculum Aims**

Here at St John's we are a family where each and every child is valued. Our Early Years setting is warm and inviting and our children feel safe. They learn to be resilient, inquisitive, polite, and articulate which in turn enables them to meet their full potential. We invest time in developing excited, happy pupils who are enabled to explore their own interests and access learning in playful but purposeful manner that suits their individuality. By nurturing a growth mindset, our pupils leave Early Years with a sense of achievement and self-worth.

In our setting we prioritise good wellbeing for all. We work in partnership with the children, their parents, and other professionals. Fostering close relationships help us all to achieve the best outcomes for each child. Any additional pupil needs are identified early, and targeted support is given. Some children have a bespoke timetable to support their learning, such as taking part in active maths and learning through additional play opportunities.

Our structured curriculum plans are adaptable to meet the next steps unique to each child. Whilst some of the curriculum is taught directly, particularly phonics, maths and literacy, elements are explored through child-led play. Our pupils are provided with stimulating resources so that they deepen their learning through embracing challenge. Our core focus is on developing our pupil's communication and language skills, independence, and their physical development. These underpin all areas of the curriculum. We have a high staff to pupil ratio to support communication and language development and experienced staff who spend time talking and thinking alongside the children. We have a language rich environment, where resources are chosen carefully to promote talk, to maximise quantity and quality of conversation. We explicitly teach new vocabulary through guided sessions, through stories and songs, and during play. Through fostering a love of story time, we aim for children to gain a life-long love of literacy.

The Nursery curriculum leads seamlessly into Reception, where children are encouraged to develop their learning further. Discrete maths lessons are delivered through 'small steps', with White Rose Maths underpinning the structure of the learning. We aim to equip the children with a wide mathematical vocabulary and number competency through providing real world reasoning opportunities. Our intention is to give all pupils the opportunity to become articulate and confident mathematicians.

The rigorous and structured approach of our phonics programme allows the reception children to progress at their own pace. After an initial settling in period, reception children are taught in small groups. We find that this approach supports our children to read automatically and accurately. In addition, it allows our pupils to leave Reception ready to access the Year 1 curriculum, providing the foundations for them to spell and write with confidence.

Throughout all areas of the curriculum, we want to show pupils the possibilities outside of their 'inner world' and expand their understanding of who they are. We provide learning through drama, encouraging pupils to take on varied roles for example, becoming an explorer, an astronaut, or a scientist. The children's prior experiences and differing cultures are treasured and shared within the setting. They also have access to a large and well-resourced outdoor space with opportunities to choose from learning outside or inside.

Impact

The children will be proud of their achievements and have developed the skills and knowledge ready for Year 1 and beyond. We see, feel and celebrate the positive impact of our curriculum in our children's communication, self-esteem, and the pupil's drive to learn. Individual pupil's learning is shared formally at regular points of the year with parents during assertive mentoring meetings and informally through regular online updates and face to face conversations.

Nursery overview	Autumn 1 My Family and Me	Autumn 2 People who Help Us.	Spring 1 Fairytale	Spring 2 All Creatures Great and Small	Summer 1 Let's Get Growing	Summer 2 The World I Live in.
Key themes	Own self – looks, likes, dislikes, families, friends. Being healthy. Celebrations.	Fire service. Teachers. Doctors and vets. Dentists	Traditional tales. Castles, knights, and princesses. Gender roles, role models and career aspirations.	Life on water and on land. Minibeasts. Large and small animals. Farm or zoo. Caring for nature.	Plant growth, gardens and flowers. Human growth. Responsible consumption. Minibeasts.	Comparing environments, local and global. Sustainability. Looking at the world/globe.
Global goals.	2. Zero hunger 3. Good health and wellbeing	3. Good health and wellbeing 4. Quality education	5. Gender equality	6. Clean water 13. Climate action 14. Life on water 15. Life on land.	2. Zero hunger 12 Responsible consumption/production	1.No poverty. 4. Quality education 7. Affordable/clean energy 11. Sustainable cities.
Key texts	The Colour Monster, Peace at Last, All are Welcome Here, I Am Angry, The Rainbow Fish.	The Train Ride, The Busy Fire Engine, The Enormous Turnip, The Nativity Story, Once There Were Giants.	Goldilocks, Three Billy Goats Gruff, Little Red Riding Hood, The Three Little Pigs, Cinderella, Jack and the Beanstalk.	The Very Hungry Caterpillar, There's a Tiger in the Garden, Minibeasts, Rumble in the Jungle.	Jack and the Beanstalk, Jasper and the Beanstalk, Little Pip, Tap the magic Tree, Oliver's Vegetables.	Town Mouse and Country Mouse, We're Going on a Bear Hunt, Whatever Next.
Significant people	Artist- Picasso	Scientist- Marie Curie	Author – Julia Donaldson	Environmentalist– David Attenborough.	Athlete - Ellie Simmons.	Historical figure - Nelson Mandela
Celebrations /festivals.	Seasons - Autumn Harvest	Advent Christmas Diwali Halloween Bonfire night	Seasons – Winter Pancake day Chinese New Year Valentine's day	Mother's Day (Art link) Easter Holi Ramdan/Eid	Seasons – Spring	Seasons – Summer Father's day
Potential local points of interest/visitors.	Church visitors, school library, local library, Christmas production at theatre.		Forest school, farm visit, Incubating eggs.		Forest school, Beach, Washington wetlands centre, storyteller visitor.	

Spine books	Spine rhymes and songs	
<p>Peace at Last – Jill Murphy</p> <p>Can't you Sleep Little Bear – Martin Waddell</p> <p>Where The Wild Things Are – Maurice Sendak</p> <p>The Elephant and the Bad Baby – Elfrida Vipont</p> <p>Avocado Baby – John Burningham</p> <p>The Tiger Who Came to Tea – Judith Kerr</p> <p>Lost and Found – Oliver Jeffers</p> <p>Knuffle Bunny – Mo Willems</p>	<p>Wheels on the bus</p> <p>Twinkle Twinkle</p> <p>I'm a little teapot</p> <p>Jack and Jill</p> <p>Incy wincy spider</p> <p>Head, shoulders, knees and toes</p> <p>Little Peter Rabbit</p> <p>Five little men in a flying saucer</p>	<p>Five little ducks went swimming one day</p> <p>Five little speckled frogs</p> <p>Ten green bottles</p> <p>One, two, buckle my shoe</p> <p>Ten fat sausages</p> <p>Round and round the garden</p> <p>Five currant buns</p>

Communication and Language Developing communication and language is our key priority in Early Years and underpins all the other areas. Every element of our interactions on a daily basis with our pupils promotes the acquisition of the following skills.	Autumn 1 My family and me	Autumn 2 People who help us.	Spring 1 Fantasy and fairytale	Spring 2 All creatures great and small	Summer 1 Let's get growing	Summer 2 The world I live in.
	Listen to a wider range of vocabulary in context. Extend sentence length by adding a word. Learn to pay attention to an adult or activity for short periods of time. Enjoy listening to short stories. Follow a simple instruction. Listen to and enjoy rhymes and songs. Respond verbally to an interaction from an adult or peer. Be able to make a choice between two items. Be able to talk with pronunciation clear enough to be understood.		Begin to use new core vocabulary in context. Use sentences of at least four words. Learn to pay attention for increasing lengths of time. Enjoy listening to stories with increasing length. Understand and respond to questions and instructions. Recall some familiar rhymes. Take turns in a conversation. Be able to express how they are feeling or give point of view. Be able to make a choice between two or three items. Pronounce a wide range of sounds accurately (although may have problems saying some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus')		Use a wide range of vocabulary confidently. Sing a large repertoire of songs (above). Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words. Learn to pay attention to more than one thing at a time. Enjoy listening to longer stories and remember much of what happens. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Pronounce a wide range of sounds accurately, with few minor errors. Develop their communication to use tenses and plurals accurately, such as 'I will do' rather than 'me do'.	

Personal, Social, Emotional Development	Autumn 1 My family and me	Autumn 2 People who help us.	Spring 1 Fantasy and fairytale	Spring 2 All creatures great and small	Summer 1 Let's get growing	Summer 2 The world I live in.
	Introduce zones of regulation. Settle into key groups and build strong relationships. Learn appropriate interactions with peers and adults, and classroom rules such as turn taking. Learn about respect for privacy. Teach about stranger danger.	How to find and ask for help. What a doctor does, good and bad medicine and safety around tablets. Road safety and fire safety (bonfire night). Showing gratitude for people who help us.	Recognising and labelling emotions. Empathising with characters from familiar texts. Role-play around feelings. Thinking about how our actions can affect others' emotions.	Having respect for animals and showing that we can be gentle. Knowing that some people or animals are more vulnerable than us and we may need to help them.	Why we need healthy eating and exercise for our bodies. What a balanced diet looks like. The importance of looking after our teeth. What sleep is for and sleep hygiene.	What the world looks like outside of Newcastle, sharing, experiences and looking at different environments through pictures, A.I. and trips. Caring for the environment. How and why, we need to stay safe in the sun safety.
	Self-regulation Become more outgoing with unfamiliar people, in the safe context of their setting. Managing self Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Building relationships. Develop their sense of responsibility and membership of a community. Play with another child, extending and elaborating play ideas		Self-regulation Become more outgoing with unfamiliar people, in the safe context of their setting. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Managing self Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Building relationships. Play with one or more other children, extending and elaborating play ideas		Self-regulation Help to find solutions to conflicts and rivalries. Managing self Do not always need an adult to remind them of a rule. Be increasingly independent with getting dressed. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Building relationships. Talk with others to solve conflicts. Begin to understand how others might be feeling. Collaborate with others to manage heavy items, such as moving along a plank safely, carrying large hollow blocks	

Physical Development	Autumn 1 My family and me	Autumn 2 People who help us.	Spring 1 Fantasy and fairy tale	Spring 2 All creatures great and small	Summer 1 Let's get growing	Summer 2 The world I live in.
	<u>Exploring how we can move.</u> Building confidence and taking measured risks. Celebrating what we can do.	<u>Ball skills-</u> Rolling, kicking, stopping, using balls of different sizes. Height and developing accuracy.	<u>Move and balance</u> Different types of balance. Moving on mats and low benches. Staying still in a balance.	<u>Dance-</u> Shape movements. Forward, back and side Steps. Following instructions. Moving in short sequences.	<u>Gymnastics -</u> Balancing on left foot and right foot. Jumping forwards and backwards. Hopping.	<u>Team games –</u> Using large scale equipment. Throwing and catching. Ball games. PSHE linked.
Gross motor skills	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and large ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan.	Continue to develop their movement, balancing, riding and ball skills (different sizes). Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank.	Go up steps and stairs, or climb up apparatus, using alternate feet.	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements during play and dance.	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Take part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving along plank safely, carrying large hollow blocks
Fine motor skills	Begin to eat independently. Introduction to using a knife and fork. Use a cup with minimal support. Use a spoon. Mark making skills during play. Use the toilet with support when needed.	Use a knife and fork with support when needed to cut items. Be increasingly independent in meeting their own care needs, e.g. using the toilet, flushing, washing and drying their hands.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Know how to eat independently and how to use a knife and fork to cut food. Use a tripod grip (may still alternate between hands).	Know how to use a knife and fork fully. Be fully independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Use further one-handed tools and equipment, for example, using hole punchers or tweezers. Be able to get dressed and undressed, for example, putting coats on and doing up zips or buttons.

		Hold a pencil with the beginnings of a tripod grip.				
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Maths We follow the White Rose scheme. Themes explored repeatedly throughout the year: 1. The one-to-one principle. 2. The stable-order principle. 3. The cardinal principle. 4. The abstraction principle. 5. The order-irrelevance principle.	Autumn 1 My family and me	Autumn 2 People who help us.	Spring 1 Fantasy and fairytale	Spring 2 All creatures great and small	Summer 1 Let's get growing	Summer 2 The world I live in.
	Learn number songs during settling period. Explore comparison- more than, fewer than, same. Shape, space and measure- Explore and build with shapes and objects. Pattern- Explore repeats. Counting- Hear and say number names	Counting- Begin to order number names Subitizing- I see 1,2,3. Pattern- join in with repeats. Shape, space and measure- Explore position and space.	Subitizing- Show me 1,2,3 Counting- Move and label 1,2,3 Shape, space and measure- Explore position and routes. Pattern- Explore patterns.	Counting- Take and give 1,2,3 Shape, space and measure- Match, talk, push and pull. Subitizing- Talk about dots. Comparison- Compare and sort collections.	Pattern- Lead on own repeats. Shape, space and measure- Start to puzzle. Pattern- Making patterns together Subitizing – Make games and actions.	Counting- Show me 5. Pattern – My own pattern. Counting- Stop and 1,2,3,4,5. Comparison- Match, sort, compare.
Problem solving						
Core vocabulary/ Sentence stems	More, fewer, largest, smallest, colour names, same, different, numbers to three.	Count, how many, pattern, next, fit. 'I can see...'	Copy, grow, number/numeral, on, under, over, between, through. 'I can count...'	Stop, start, circle, square, triangle, rectangle. 'There are...'	Recap more, fewer, same, numbers to five, repeat, 2d and 3d shape names, sides, corners, round,	First, next, then, record, mark, match, explain. 'First, we need to...'

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			I can show...'	'I have...'	straight, flat, in front, behind. '...comes next.'	
End of year expectations (daily practice objectives).	Count confidently up to 10. Understand the one-to-one principle, the stable order principle, the cardinal principle, the abstraction principle and the order-irrelevance principal. Make simple comparisons of amounts. Make marks and show fingers to represent numbers or quantities.					

Literacy	Autumn 1 My family and me	Autumn 2 People who help us.	Spring 1 Fantasy and fairytale	Spring 2 All creatures great and small	Summer 1 Let's get growing	Summer 2 The world I live in.
Nursery begin the FFT phonics programme in the Summer Term.	Enjoy sharing books in small groups, taking pleasure in looking at the pictures and listening to the words. Listen closely to nursery rhymes and join in with repeated phrases or key words. Hear and respond to environmental and instrumental sounds.	Take pleasure in hearing stories as part of a small group and be able to talk about their likes and dislikes. Learn some nursery rhymes and play simple sound games. Play body percussion, exploring different types of sounds and comparing loud/quiet.	Talk about stories, and new vocabulary encountered. Explore rhythm both in the language of stories and through repeating back simple patterns of sound. Be able to create new rhythm. Listen to rhyming words and be able to 'jump in' with a missing rhyming word whilst listening to a story. Begin to be able to match rhyming pairs of words. Count or clap syllables in a word Know an increasingly wide range of nursery rhymes Practice making marks (or patterns of movement physically) to develop pre-writing skills.	Engage in extended conversations about stories, learning new vocabulary. Explore alliteration - recognise words with the same initial sound, such as money and mother Use different voice sounds. Introduce oral blending with our RWI character Fred. Follow instructions to draw pre-writing patterns (or patterns of movement physically) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page.	Have favourite stories and be able to retell a simple story. Begin RWI nursery phonics programme. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Begin to hold a pencil effectively in preparation for fluent writing– using the tripod grip in almost all cases. (frogs leg fingers- magic link handwriting). Explore the five key concepts of print, be able to identify or talk about some of these items.	Respond to stories with questions and comments that show good comprehension. Fully understand the five key concepts about print: - print has meaning - the names of the various parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Use new vocabulary from key stories in play. Continue phonics scheme. Practice oral blending daily. Be able to orally blend a simple CVC word. Write some letters accurately. Write some or all their name.
Core skills practice.	At least one story read per day. The print, and five elements of books and comprehension discussed as stories are read. Large scale books shared where the teacher models reading print at least once per week.					

	Modelled writing (lists, stories, etc) happens regularly across the week, increasing as the year goes on. Daily sounds practice (dictation style, look-cover-write) starts summer term.
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Understanding of the World	Autumn 1 My family and me	Autumn 2 People who help us.	Spring 1 Fantasy and fairy tale	Spring 2 All creatures great and small	Summer 1 Let's get growing	Summer 2 The world I live in.
	Timeline of their life. Draw pictures of where we live.	Selection of visitors in school, fire service, police, etc. Observations outside.	(Forest school begins) Drawing story maps. Compare and contrast different fictional settings. Hot and cold environments. Making specific links to difference at forest school. Observational drawings and tree rubbings.	Life cycles. Where animals come from. Matching babies to adult animals.	Observational drawings, planting seeds, measuring growth of plants, taking photos. Trips to different locations- farm/beach/woods. Leaf art.	Past and present images of local area, transport, clothes and toys. Threats to our world (flooding, deforestation, pollution). Visit or look at maps of significant religious locations.
Objectives	Begin to make sense of their own life-story and family's history. Continue to develop positive attitudes about the differences between people.	Show interest in different occupations. Continue to develop positive attitudes about the differences between people.	Talk about what they see, using a wide vocabulary. Explore collections of materials with similar and/or different properties. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Plant seeds and care for growing plants. Use all their senses in hands-on exploration of natural materials.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore how things work.
Working Scientifically skills	Seasons Describe what they see/hear/feel	Seasons Describe what they see/hear/feel	Materials Comparing materials	Living things Why questions, plants	Living things How things work	Earth Mark making
Core vocabulary	Home, house, different, same sunny, cloudy, hot, warm, cold, raining, storm, , snow, icy,	Same/Different, Places, Country, Map object, float, sink, water, up, down, top, bottom, push, pull,	Follow, Trail, Beach plant, animal, leaves, seeds, conkers, acorns, twigs, bark, shells, feathers, pebbles, stones, same, different	Old, New, First, Next, Sea, land battery, plug, socket, electricity, wire, sound, light, move, dim.	warm, wet, cloud, rain, sun. grow, alive, life cycle grow, change, die, names of animals and	Hot, Cold, Change, City, Journey, World mix, stir, cook, hot, oven, change, burn, melt, hard, runny, set, freeze, cold,

	frost, puddles, windy, rainbow,	bend, twist, stretch, turn, spin, smooth, rough, fast, slow			their young, features of animals, e.g.fur, stripes. plant, leaf, flower, seed, dig, water, grow, soil.	hard, soft, bendy, stiff, wobbly, Sun, Moon, Earth, star
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Expressive Arts and Design	Autumn 1 My family and me	Autumn 2 People who help us.	Spring 1 Fantasy and fairytale	Spring 2 All creatures great and small	Summer 1 Let's get growing	Summer 2 The world I live in.
	Collage, self portraits. Painting faces. Magazine cuttings. Cardboard photo frames. Mixed up photos.	Sculpture, junk modelling vehicles using 2d shapes Christmas cards and calendars. Pumpkin carving. Diva lamps. (handprints and rangoli patterns).	Painting, printing and textiles. Looking at and imitating animal print. Mermaid and fish scales (rainbow fish), dragon scales. Stamping paint into a pattern. Potatoes and apples. Marbling and bubble print. Wax resist. DT- make pancakes. Mothers day cards.	Painting and print continued- animal prints. Puppets focus. Wooden spoon puppets Easter bonnets, chocolate nests, cookery across.	Painting and Drawing Observational drawings of plants and flowers. Rubbings of leaves, pressing flowers. Making colours from flower pressings. Sticky back plastic to collect findings outside.	Drawing Food tech- Egg and cress sandwich, growing, preparing and eating veg. soup.
Objectives	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Explore colour and colour-mixing. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Take part in simple pretend play, using an object to represent something else even though they are not similar.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.

			Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.			
Pop-up role play or small world- (This may be temporarily in place to support mantle. There is consistently access to a home corner)	Indoor: House, fireplace, and real equipment. Multicultural where possible, Outdoor: Road safety role play.	Indoor: Superhero Headquarters/ Christmas workshop. Outdoor Builders merchant.	Indoor: Princess and knights costumes and castle. Outdoor: Reading snug with tent.	Indoor: Archaeologists dig centre. Outside: Bug hunting station.	Indoor: Market garden café/garden centre. Outdoor: Gardening shed.	Indoor: Multicultural kitchen Outdoor: Habitat creation station.
Music *see above for Spine rhymes and songs.	Sing Familiar songs Listening to music – identifying songs like/dislike Remember and sing entire songs. Respond to what they have heard, expressing their thoughts and feelings.	Christmas Play Performance Remember and sing entire songs. Sing the pitch of a tone sung by another person('pitchmatch').	Traditional nursery rhymes. Pirate songs and mythical songs. Listen with increased attention to sounds.	Animal songs, playing instruments. Animal carnival. Play instruments with increasing control to express their feelings and ideas.	Sound growth (volume and pitch) and sounds in nature. Sing the pitch of a tone sung by another person('pitchmatch') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Improvisation with found materials. Playing Instruments Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
Core vocabulary	<u>Age 3-4</u> Look Mark make Colour names	<u>Age 3-4</u> Stick Mix	<u>Age 3-4</u> Bend Roll Push Turn	<u>Age 3-4</u> Brush Dab	<u>Age 3-4</u> Sketch Shape	<u>Age 3-4</u> Pattern Marble Emotion vocabulary.

