

# St John Evangelist EYFS Nursery New Framework overview 2021



## NURSERY CURRICULUM OVERVIEW 2021-2022

Autumn 1 <b>All about me</b>	Autumn 2 <b>Celebrations</b>	Spring 1 <b>Adventures</b>	Spring 2 <b>Then and Now</b>	Summer 1 <b>Our World</b>	Summer 2 <b>Changes</b>
<p><u>Nursery Rhymes</u> If you're happy and you know it Head, soulders, knees and toes Humpty Dumpty Incy Wincy Spider London's Burning My mum and your mum Ei-ey-ei-ei-o Ba Ba Black sheep</p> <p><b>Core Books</b> Dear zoo You Choose Each Peach Pear Plum Where's Spot?</p>	<p><u>Nursery Rhymes</u> Hey diddle, diddle Jack and Jill Mary had a Little lamb Rain, rain go away Wind the bobbin up Twinkle, twinkle little star Round and Round the garden</p> <p><b>Core Books</b> Brown Bear, Brown Bear The Very Hungry Caterpillar Come On Daisy</p>	<p><u>Nursery Rhymes</u> Cold and Frost morning London Bridge Pussy cat, Pussy cat Baby Buntin Row, row, row your boat Tommy Thumb Miss Polly had a dolly</p> <p><b>Core Books</b> We're going on a bear hunt Dear Zoo You choose The Train Ride</p>	<p><u>Nursery Rhymes</u> Polly put the kettle on The Grande old duke of York Rua-a-dub-dub Five little men in a flying saucer Zoom, zoom, zoom</p> <p><b>Core Books</b> Each Peach Pear Plum You choose Hug Brown Bear, Brown Bear</p>	<p><u>Nursery Rhymes</u> There's a worm at the bottom on my garden Little Miss Muffet I can sing a rainbow This little piggy Three Blind mice Hlckery Dickery Dock</p> <p><b>Core Books</b> The very hungry Caterpillar Come on Daisy Dear Zoo Hairy Maclary We're going on a bear hunt</p>	<p><u>Nursery Rhymes</u> Higgledy, Piggledy Jack Sprat Little Jack Horner Pat a Cake</p> <p><b>Core Books</b> Hug The very hungry caterpillar We're going on a bear hunt Come on Daisy Dear Zoo Hairy maclary Where's Spot? Each peach pear plum You choose</p>

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<b>Physical, social and Emotional Development</b> By the end of Nursery children should achieve:		
<b>Self-Regulation</b>	<b>Building Relationships</b>	<b>Manage Self</b>
<ul style="list-style-type: none"> <li>• I can select and use resources with help when needed</li> <li>• Develop their sense of responsibility and community</li> <li>• Help to find solutions to conflicts and rivalries</li> <li>• Increasingly following rules understanding why they are important</li> <li>• Do not always need an adult to remind them of the rule</li> <li>• Follow rules and understand why they are important</li> <li>• Do not need an adult to remind them of the rules</li> <li>• Talk with others to resolve conflicts</li> <li>• Talk about their feelings using happy, sad, angry or worried</li> <li>• I can settle at activities for a while</li> </ul>	<ul style="list-style-type: none"> <li>• I can show more confidence in new situations</li> </ul>	<ul style="list-style-type: none"> <li>• I can become more confident with new people</li> <li>• I can play with one or more other children extending and elaborating play ideas</li> <li>• When I am 3 I can take turns with the support of an adult</li> <li>• When I am 4 can I play alongside others</li> <li>• I can take part in pretend play</li> <li>• I can understand how others might be feeling</li> </ul>

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I can learn the rules of the classroom</p> <p>I can learn the routines of nursery</p> <p>I can separate from my adult independently</p> <p>I can choose resources in nursery to play with independently</p> <p>I can use, it choose it and put it away</p> <p>I can play with other children</p>	<p>I can follow the rules of the classroom</p> <p>I can talk about my feelings</p> <p>I am learning to settle at activities for a longer amount of time</p> <p>I am learning to be responsible</p>	<p>I can follow the rules without an adult helping me</p> <p>I know how many people can go into one area/sit at a table at a time</p> <p>I can play with two or more children</p> <p>I can label my emotions</p> <p>I know that I belong to a community</p>	<p>I am starting to extend the time that I stay at activities</p> <p>I am using my words to solve conflicts and rivalries during play</p> <p>I can select and use resources independently</p>	<p>I understand the rules of the classroom and use these in my play</p> <p>I am starting to talk to children when conflicts arise.</p> <p>I am able to select resources and use them for a purpose</p> <p>I understand how others can help</p> <p>I am developing independent sharing skills</p> <p>I am developing my pretend play</p>	<p>I can follow and understand the rules and am getting ready for reception</p> <p>I am able to independently select and use resources for a purpose</p> <p>I can understand how another child is feeling and try and support them</p> <p>I have developed my confidence to speak to new adults/children.</p>

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Communication and Language					
By the end of Nursery children should achieve:					
Listening, Attention and Understanding			Speaking		
<ul style="list-style-type: none"> <li>• Enjoy listening to stories and remember what has happened</li> <li>• Learning to attend to one thing at a time</li> <li>• Understand a question or instruction that has two parts</li> <li>• Understand why questions</li> <li>• Answer why questions</li> </ul>			<ul style="list-style-type: none"> <li>• Use a wide range of vocabulary</li> <li>• Know a lot of songs</li> <li>• Know many rhymes</li> <li>• Know a wide variety of books and talk about the stories</li> <li>• Developing punctuation of words but may have difficulty with plurals</li> <li>• Use longer sentences of four to six words</li> <li>• Debate and disagree with a friend using words and actions</li> <li>• Can start a conversation and have many turns</li> <li>• Using talk to organise themselves and their play</li> <li>• Using longer sentences joined with because</li> <li>• Using the past and future tense</li> </ul>		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I am learning nursery rhymes off by heart</p> <p>I am learning songs off by heart</p> <p>I can listen to stories</p>	<p>I am building a bank of nursery rhymes</p> <p>I know a lot more songs off by heart</p> <p>I am starting to learn familiar core stories</p>	<p>I know many rhymes and can talk about them</p> <p>I am familiar with core books</p> <p>I can put my hand up and answer a</p>	<p>I can sing some nursery rhymes confidently</p> <p>I am beginning to talk about the events of a familiar book</p>	<p>I now know a wide range of rhymes off by heart.</p> <p>I know many familiar stories and can retell the events</p>	<p>I know lots of rhymes off by heart.</p> <p>I know lots of the core books and can retell the events in the story.</p>

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<p>I am learning to sit and attend on the carpet</p> <p>I can follow instructions given to be my the teacher</p>	<p>I can sit and attend to learning on the carpet</p> <p>I am learning new vocabulary</p>	<p>question during carpet time</p> <p>I can start to understand why questions</p> <p>I am starting to follow instructions involving two parts</p> <p>I am getting better at starting conversations with my friends to learn to play</p>	<p>I can listen to the teacher during carpet time and listen to other children</p> <p>I can use talk to tell my friends and adults about my play</p> <p>I can follow two part instructions</p> <p>I can have a conversation with another adult or child.</p>	<p>of the well known stories.</p> <p>I can attend for longer on the carpet and listen to my friends and teacher.</p> <p>I can use talk to organise my play.</p> <p>I can have a conversation with friends, adults and in a group of two or more.</p> <p>I am starting to use joining words in my sentences.</p> <p>I can answer why questions</p>	<p>I can use a range of vocabulary throughout the day.</p> <p>I can attend for all carpet sessions and understand that I need to attend to the teacher to learn.</p> <p>I can use longer sentences joined with because</p> <p>I can use the past and present tense while speaking.</p>
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## Physical Development

By the end of Nursery children should have achieved

### Gross Motor Skills

- Continue to develop their movement, riding and ball skills
- To go up steps using alternative feet
- To hop, skip and stand on one foot for a game such as musical statues
- Use large muscle movements to wave flags, streamers and to make marks
- Start taking part in group activities in teams
- Remember sequences and patterns to music
- Match their developing physical skills to tasks in the setting
- Choose the right resources to carry out their own plan
- Collaborate with others to move resources
- Children are dry throughout the day
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### Fine Motor Skills

- Make one handed tools and equipment for example snips in paper
- Use a comfortable grip with good control when handling pens and pencils
- Start to eat independently and use a knife and fork
- Show a preference for a dominant hand
- Be increasingly independent in meeting their own needs
- Make healthy choices about foods
- Know about the importance of brushing their teeth

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I can explore different movements</p> <p>I can have a go at bike riding</p>	<p>I can hold a pen/pencil comfortable</p> <p>I can ride the bikes and scooters</p> <p>I can walk, crawl, skip around the</p>	<p>I can use large muscle movements to make marks with pens/pencils and chalk</p>	<p>I can identify a dominant hand to write with</p> <p>I am starting to develop a comfortable grip</p> <p>I can take part in group activities</p>	<p>I am able to use the correct pencil grip with adult support</p> <p>I can use a pencil to make marks to form recognisable letters and letters from my name</p>	<p>I have the correct pencil grip for my age</p> <p>I can use a pencil to draw and write my name.</p>

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<p>I can learn to climb the steps of the treehouse safely</p> <p>I can use large muscle movements to make marks</p> <p>I can start to use one handed tools</p> <p>I am starting to stay dry during the day with some adult support</p> <p>I can eat my lunch independently</p>	<p>outside area and obstacles</p> <p>I can climb the treehouse using alternative feet</p> <p>I can use large muscles to wave flags and streamers</p> <p>I am dry independently throughout the day</p> <p>I can use a knife and fork and drink from a cup.</p> <p>I know I have to brush my teeth everyday.</p>	<p>I can use scissors safely</p> <p>I am starting to develop a pencil grip with adult support</p> <p>I can remember a sequence to music</p> <p>I am independent in using the toilet and for my own needs</p> <p>I am starting to understand about healthy foods</p>	<p>during PE and in the setting</p> <p>I can choose resources to carry out a plan for example using a spade to dig with</p> <p>I am able to match my physical needs to those of the settling for example</p> <p>I am able to explain what I need to brush my teeth and why it is important</p>	<p>I can independently choose resources throughout the day</p> <p>I am able to sequences to dances, games and music</p> <p>I am starting to choose which foods are healthy</p> <p>I can stand on one foot for a game of musical statues</p>	<p>I can use scissors safely and cut paper</p> <p>I can explain why it is important to brush your teeth</p> <p>I can work with other children to move resources</p>
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<p><b>Literacy</b> By the end of Nursery children should achieve</p>		
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Engage in extended stories about familiar stories including vocabulary</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts of print:</li> <li>Print has meaning</li> <li>Print can have different purposes</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing</li> <li>Write some or all of their name</li> <li>Write some letters accurately</li> </ul>

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		<ul style="list-style-type: none"> <li>• Print is read from left to right and top to bottom in English</li> <li>• The names of the different parts of a book</li> <li>• Understand page sequencing</li> <li>• Develop their phonological awareness so:             <ul style="list-style-type: none"> <li>• they can spot and suggest rhymes</li> </ul> </li> <li>• Recognise words with the same initial sound eg mum and mat</li> </ul>			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I can understand that print carries meaning by reading nursery rhymes with my teacher</p> <p>I know that print is read from left to right and top to bottom by reading nursery rhymes</p> <p>I can learn lots of new nursery rhymes</p> <p>I can listen to rhymes and sounds during listening games</p>	<p>I can understand that print carries meaning and read familiar signs and labels around the classroom</p> <p>I know that print is read from left to right and can show this when my teacher is reading with me</p> <p>I can learn lots of familiar stories and link together the events in the story</p> <p>I can identify rhymes by teacher says</p>	<p>I can understand page sequencing when I read with my teacher</p> <p>I can develop my phonological awareness and learn initial sounds</p> <p>I can show that print has meaning by pointing to words and labels</p> <p>I can listen to new rhymes</p> <p>I can start to make marks that show that I understand print and letters</p>	<p>I can mark make using my initial sounds</p> <p>I can start to identify objects using initial sounds</p> <p>I can start to recognise two words that begin with the same initial sound</p> <p>I can show my understanding of print my making marks such as letters in my name or starting to write my name from left to right</p>	<p>I can recognise some initial sounds</p> <p>I can recognise and says objects that begin with the initial sounds</p> <p>I can recognise two or more words that begin with the initial sounds</p> <p>I am starting to write some of the letters in my name confidently</p> <p>I am starting to write some of the letters that I have learnt in phonics</p>	<p>I know some of my initial sounds</p> <p>I can say objects that begin with each sound</p> <p>I can start to hear the sound and make marks/accurate letters when writing</p> <p>I can write some of or all of my name independently from memory</p> <p>I can spot some rhyming words</p>

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	I can recognise my name in print	I can put together the letters that make up my name using the print to support	I am starting to write some of the letters in my name using my name card		
<b>Mathematics</b> By the end of Nursery children should achieve					
<b>Number:</b> <ul style="list-style-type: none"> <li>• Fast recognition of numbers up to 3 without counting them</li> <li>• To recite numbers past 5</li> <li>• Say one number for each item in order, 1,2,3,4,5</li> <li>• Show finger numbers for up to 5</li> <li>• Link numerals to amounts</li> <li>• Experiment with amounts</li> <li>• Experiment with their own marks and symbols as well as numerals</li> <li>• Solve real word problems with numerals up to 5</li> <li>• Compare quantities using fewer and more than</li> </ul>			<b>Numeral Patterns:</b> <ul style="list-style-type: none"> <li>• Talk about and explore 2D shapes</li> <li>• Understand position through words</li> <li>• Describe a familiar route</li> <li>• Discuss routes and locations using words such as in front of</li> <li>• Make comparisons between objects relating to size, width, length and shape</li> <li>• Select shapes appropriately</li> <li>• Combine shapes to make new ones</li> <li>• Talk about and identify patterns around you</li> <li>• Extend and create ABAB patterns</li> <li>• Notice and correct an error in a repeating pattern</li> <li>• Begin to describe a sequence of events both fictional and real</li> </ul>		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can recite numbers to 5 I can recognise numbers in the environment to 5 for example 3 bikes at tidy up time. 3 pencils	I can continue to recite numbers to 5  I am starting to identify some numbers of personal significance for example 3 and 4	I can recite numbers to 5 and beyond  I can use my fingers to show numbers to 5  I can count objects and start to recognise that the	I can recite numbers beyond 5  I am starting to match numeral to amount to 5	I can link numerals to 5 to amounts  I can experiment with amounts for example 2 conkers plus 3 conkers makes 5	I can identify numbers to 5  I can count objects to 5 accurately  I can recognise visual objects of 5 for example on a dice,

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<p>I can explore 2D shapes in the environment</p> <p>I can learn new counting songs and rhymes</p> <p>I can use my fingers to count and show numbers</p>	<p>I am learning to recite numbers past 5</p> <p>I am learning to count and say one number for each number in order 1,2,3,4,5</p> <p>I can understand position through words</p>	<p>last number in the amount in a set</p> <p>I am learning to count slowly and accurately</p> <p>I am starting to recognise numbers to 5</p> <p>I can identify patterns around me</p> <p>I can combine shapes to make new ones</p>	<p>I am continuing to count slowly and accurately</p> <p>I am starting to recognise numbers to 5 in the environment and in different visual ways</p> <p>I can use the language of position</p> <p>I can make patterns and recognise an error in a repeating one</p>	<p>I can say which amount/numeral to 5 is more or fewer</p> <p>I am starting to make marks and symbols in maths</p> <p>I can select 2D and 3D shapes</p>	<p>as a tally, numicon shape</p> <p>I can identify if an amount is more or fewer</p> <p>I am starting to solve word problems with numerals up to 5</p> <p>I am beginning to describe a sequence of events both fictional and real.</p>
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**Understanding the world**  
By the end of Nursery children should be able to:

<p><b>Past and present</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family history</li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Show interest in different occupations</li> <li>• Explore how things work</li> <li>• Continue to develop positive attitudes about the differences between people</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Use all their senses in hands on experiences of materials</li> <li>• Explore collections of materials with similar or different properties</li> <li>• Talk about what they see using a wide vocabulary</li> <li>• Plant seeds and care for growing plants</li> <li>• Understand the key features of the life cycle of a plant or animal</li> </ul>
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				<ul style="list-style-type: none"> <li>• Begin to understand the need to care for and respect living things</li> <li>• Explore and talk about different forces that they can feel</li> <li>• Talk about the differences between materials and changes they notice</li> </ul>	
<p>Autumn 1</p> <p>I can begin to make sense of my own life</p> <p>I can show an interest in different occupations</p> <p>I can explore how things work</p> <p>I can use all my senses in hands on experiences in the provision</p>	<p>Autumn 2</p> <p>I can develop an understanding of differences between my peers</p> <p>I know there are different countries in the world</p>	<p>Spring 1</p> <p>I know that there are different countries that we are from</p> <p>I know the occupations of different people who work in transport</p> <p>I know the different attributes of people</p>	<p>Spring 2</p> <p>I can begin to make sense of my own life and family history</p> <p>I can name members of my family</p> <p>I can think about how I have changed growing up</p> <p>I can see differences in nursery rhymes</p> <p>I can use a wide range of vocabulary to talk about what I see</p>	<p>Summer 1</p> <p>I am aware of different countries</p> <p>I can talk about differences that I have seen in photographs</p> <p>I can plant seeds and care for growing plants</p> <p>I understand life cycles of animals</p> <p>I can name baby animals</p> <p>I can begin to understand the need to care for living things</p>	<p>Summer 2</p> <p>I can talk about what I see using lots of new words</p> <p>I understand the key features of a life cycle of a plant or animal</p> <p>I can explore different forces</p> <p>I can talk about the differences between materials.</p>

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Expressive Arts and Design					
By the end of Nursery children should achieve:					
Creating with Materials			Being imaginative and Expressive		
<ul style="list-style-type: none"> <li>• Explore materials freely</li> <li>• Develop their own ideas and then decide which materials they need to express them</li> <li>• Join different materials and explore different textures</li> <li>• Create closed shapes with lines and begin to use these shapes to represent objects</li> <li>• Drawing with increasing complexity and detail</li> <li>• Use drawing to represent ideas like movement or loud noises</li> <li>• Explore colour and colour mixing</li> <li>•</li> </ul>			<ul style="list-style-type: none"> <li>• Take part in pretend play using objects to represent things</li> <li>• Begin to develop complex stories using small world objects</li> <li>• Make complex stories using small world and construction kits</li> <li>• Show different emotions in their drawings</li> <li>• Listen with increased attention to sounds</li> <li>• Respond to what they have heard</li> <li>• Remember entire songs</li> <li>• Sing the pitch of a tone sung by other people</li> <li>• Sing the melody of familiar songs</li> <li>• Create their own songs</li> <li>• Play instruments with increasing control to express their ideas and feelings.</li> </ul>		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I can explore different art materials in the creative area</p> <p>I can decide what materials I need for my work</p> <p>I can explore the home corner and role play areas</p> <p>I can join in with rhymes</p>	<p>I can learn to use resources to join materials</p> <p>I can use small world toys to make up stories</p> <p>I am aware of different emotions</p> <p>I can start to hear sounds</p>	<p>I can continue to explore and use joining materials to create pictures</p> <p>I can start to use line to represent objects in my drawings</p> <p>I can respond to sounds that I have heard</p> <p>I can start to sing the pitch of a tune sung by others</p>	<p>I can use closed lines with shapes to explore shapes/objects</p> <p>I can explore colour</p> <p>I can respond to what I have heard</p> <p>I can start to remember entire songs</p>	<p>I can use small world to develop narratives</p> <p>I can use closed lines to represent real life objects when painting on the easel</p> <p>I can explore colour mixing</p> <p>I can create my own songs</p>	<p>I can use drawings to represent ideas like movement and noises</p> <p>I can explore colour/colour mixing</p> <p>I can sing the pitch of a song sung by others</p> <p>I can create my own songs</p>

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			I can explore instruments	I can play instruments	I can play instruments to express my own ideas/feelings
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