



Year NURSERY

EYFS DEVELOPMENT MATTERS Coverage

SUMMER 2026

In order to help our pupils '**KNOW MORE** and **REMEMBER MORE**' we revisit knowledge that has been taught in a variety of ways. Throughout Early Years, we revisit learning at regular intervals in order to help move the significant knowledge (from each theme taught in each year group) into the long-term memory of each pupil.
Helping to embed that significant knowledge.

Area	Statement
RELIGIOUS EDUCATION	<p><u>Lighting The Path</u> Branch 5-To The Ends Of The Earth Branch 6- Dialogue and Encounter</p> <p>PENTECOST - Pupils will know and understand that everyone has good news to share and that Pentecost is the celebration of the Good News of Jesus.</p> <p>Other Religions: ISLAM Special Objects – Prayer Mats Which objects are special to us? Why? How do we treat them? Prayer Mats are special to Muslims because they use them when they pray. They take good care of them because they help them to pray and understand about God.</p> <p><u>RSE - Life To The Full</u></p>
PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT	<p>Children learn</p> <ul style="list-style-type: none"> that we are all different and that different is not better or worse. to talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'. to show empathy for others and to demonstrate care and concern for the patient in the nursery hospital role-play area.
COMMUNICATION and LANGUAGE	<p>Children learn to</p> <ul style="list-style-type: none"> talk about stories and relate them to their own experiences. use role-play to recall and retell a story. recount significant events in sequence. Key Texts- 'Maisy Goes to Hospital', 'All Kinds of People', 'I Can', 'The Train Ride', 'We're Going on a Bear Hunt'.
PHYSICAL DEVELOPMENT	<p>Children learn to</p> <ul style="list-style-type: none"> hold a pencil correctly. travel around, under, over and through balancing and climbing equipment demonstrating increasing control and coordination. be able to fasten/unfasten zips, buttons, poppers and take off and put on own shoes and socks.



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LITERACY	<p>Children learn to</p> <ul style="list-style-type: none"> •write some or all of their name correctly using the correct letter formation. •look closely at the shapes of letters and listen carefully at the sounds they make. •begin to blend the sounds together in simple words. •play at writing with confidence. •use some of their print and letter knowledge in their early writing e.g. 'm' for mummy.
MATHEMATICS	<p>Children learn to</p> <ul style="list-style-type: none"> •recognise numerals 1-5, 1-10 and order and count correctly. •select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc. •talk about and identify the patterns around them e.g. stripes on clothes, designs on rugs, and wallpaper. Use informal language such as 'pointy', 'spotty', 'blobs' etc. •make a graph of children's eye colour and count, discuss and compare the data collected and displayed. •describe a sequence of events, real or fictional, using words such as 'first', 'then'... •describe routes and locations, using words like 'in front of' and 'behind'.
UNDERSTANDING the WORLD	<p>Children learn to</p> <ul style="list-style-type: none"> •use all their senses in hands-on exploration of natural materials- touch, see, hear, smell and listen. •describe facial features and expressions that express feelings. •talk about and identify similarities and differences with reference to 'myself' and others- children know some of the things that make them unique, and can speak about some of the similarities and differences. •begin to explore their immediate family history. •be aware of the role of the doctor, nurse, hospital receptionist. They will explore the jobs they do, the equipment they may use and they treatment they administer in order to look after others. •explore the concept of going on a journey and being somewhere else near and far-consider 'What do you need to take with you? How will you get there/travel? What did you see/hear on the way?



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**EXPRESSIVE ARTS
and DESIGN**

Children learn to

Explore and express feelings in a safe context through role-play.

- show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- draw and paint from close observation- 'My Face'.
- explore texture through art work: collage.
- respond to what they have heard expressing their thoughts and feelings.
- create their own songs, or improvise a song they know.