



St. Cuthbert's Catholic Primary School

EYFS Curriculum Progression: Long Term Overview

Nursery (N1)



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE BRANCH	BRANCH 1 Creation and Covenant	BRANCH 2 Prophecy and Promise	BRANCH 3 Galilee to Jerusalem	BRANCH 4 Desert to Garden	BRANCH 5 Ends of the Earth	BRANCH 6 Explores teaching and learning about other Christian denominations, other religious worldviews and non-religious worldviews. Branch six content may fit at other times of the year to coincide with feast days.
WELLCOMM SKILLS	Understanding and using pronouns: 'he' and 'she' Understand 'behind' and 'in front'	Understanding the negative form Understanding functions of body parts	Playing sociably and learning to share Developing expressive language	Understanding and using verbs in the past tense Generating ideas about the functions of objects	Understanding 'why' questions Learning to remember and name three things	Attending to an adult led activity for longer Understanding and using 'where' 'who' and 'what' questions
FAVOURITE FIVE	<u>TRADITIONAL TALE</u> THREE LITTLE PIGS	<u>TRADITIONAL TALE</u> THE GINGERBREAD MAN	<u>TRADITIONAL TALE</u> LITTLE RED RIDING HOOD	<u>TRADITIONAL TALE</u> GOLDBLOCKS AND THE THREE BEARS	<u>TRADITIONAL TALE</u> LITTLE RED HEN	<u>TRADITIONAL TALE</u> THREE BILLY GOAT'S GRUFF
<p>By providing children with a range of books, varied in genre and style, we hope to embed the skills required to broaden depth in speech and language whilst also enhancing an understanding of story pattern and sequential narrative.</p> <p>EYFS staff will actively promote the reading of these texts within the classroom environment and ensure that opportunities are provided for children to interact with the stories they hear as part of their everyday routine.</p>	<u>DIVERSITY</u> IT'S OK TO BE DIFFERENT <i>Todd Parr</i>	<u>DIVERSITY</u> MY PET STAR <i>Corrinne Averiss</i>	<u>DIVERSITY</u> SPREADING MY WINGS <i>Nadiya Hussein</i>	<u>DIVERSITY</u> CAN BEARS SKI? <i>Raymond Atribus</i>	<u>DIVERSITY</u> EVERYBODY HAS A BODY <i>John Burgerman</i>	<u>DIVERSITY</u> LULU'S FIRST DAY <i>Anna McQuinn</i>
	<u>EYFS CLASSIC</u> THAT IS NOT MY... <i>Jon Klassen</i>	<u>EYFS CLASSIC</u> ELMER <i>David McKee</i>	<u>EYFS CLASSIC</u> ROSIE'S HAT <i>Julia Donaldson</i>	<u>EYFS CLASSIC</u> BROWN BEAR <i>Bill Martin Jnr</i>	<u>EYFS CLASSIC</u> DEAR ZOO <i>Rod Campbell</i>	<u>EYFS CLASSIC</u> THE TIGER WHO CAME TO TEA <i>Judith Kerr</i>
	<u>RECENT</u> BANG, BANG, TAP TAP <i>Emma Garcia</i>	<u>RECENT</u> MIXED <i>Aree Chung</i>	<u>RECENT</u> NOT A STICK <i>Antoinette Portis</i>	<u>RECENT</u> DON'T TICKLE THE DINO <i>Sam Taplin</i>	<u>RECENT</u> YOGA BABIES <i>Fearne Cotton</i>	<u>RECENT</u> WHERE'S THE STARFISH? <i>Barroux</i>
	<u>WELLBEING</u> FEELINGS: TODDLER'S WORLD <i>Villie Karabatzia</i>	<u>WELLBEING</u> JAR OF HAPPINESS <i>Ailsa Burrows</i>	<u>WELLBEING</u> I FEEL HAPPY <i>Giuditta Gavirgahi</i>	<u>WELLBEING</u> THE BAD TEMPERED LADY BIRD <i>Eric Carle</i>	<u>WELLBEING</u> ODD DOG OUT <i>Rod Biddulph</i>	<u>WELLBEING</u> I DON'T WANT TO GO TO BED <i>Julie Sykes</i>
	NURSERY RHYME FOCUS	<u>KNOWN RHYME</u> Twinkle Twinkle Little Star Humpty Dumpty I'm A Little Tea Pot <u>NEW RHYMES</u> Jack and Jill It's Raining, It's Pouring London Bridge is Falling Down	<u>WORLD NURSERY RHYME WEEK</u> Focus rhymes will be released prior	<u>KNOWN RHYME</u> Hokey Cokey Little Bo Peep If You're Happy and You Know It <u>NEW RHYMES</u> Hey Diddle, Diddle I Hear Thunder Mary, Mary Quite Contrary	<u>KNOWN RHYME</u> Hot Cross Buns Old MacDonald Hickory Dickory Dock <u>NEW RHYMES</u> Mary Had A Little Lamb Two Little Dickie Birds Miss Polly Had A Dolly	<u>KNOWN RHYME</u> Incy Wincy Spider Pat a Cake Little Miss Muffett <u>NEW RHYMES</u> Ring a Ring a Roses One Finger, One Thumb Keep Moving The Muffin Man



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COMMUNICATION & LANGUAGE	<i>Explore listening to stories and can remember some of what happens / recall key phrases</i>		Enjoy listening to longer stories and can remember much of what happens		Know many rhymes, be able to talk about familiar books, and be able to tell a long story	
	Begin to pay attention to more than one thing at a time, which can be difficult		Children can "listen & do" – focusing on more than one thing at time		<i>Children can pay attention to more than one thing at a time for a prolonged period of time</i>	
	Use a wider range of vocabulary		<i>Use a wide range of vocabulary and form an understanding of new words that they hear</i>		<i>Use a wide range of vocabulary; understanding new words and begin to use these words independently in context</i>	
	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"		Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		<i>Children to begin to ask 'why' questions correctly to find out more information.</i>	
	<i>Listen to & sing some songs and rhymes.</i>		Sing a large repertoire of songs & rhymes, using actions		Sing a large repertoire of songs & rhymes, recalling by heart.	
	Begin to use longer sentences simple phrases		Confidently use longer sentences of four to six words		<i>Use sentences joined up with words like 'because', 'or', 'and'</i>	
	Start a conversation with an adult or friend		Start a conversation with an adult or a friend and continue it for many turns		Children will begin to use the correct tense when speaking e.g. swam instead of swimmied.	
	Be able to express a point of view		Be able to express a point of view and listen to other people's views		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	
	<i>Begin to use talk (simple phrases) to inform their play e.g. "Let's go to the house"</i>		Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."		<i>Use talk to organise themselves and their peers in collaborative play, beginning to work together and listen to other people's point of view.</i>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	Select and use activities and resources, with help when needed		Begin to independently select and use activities and resources		Independently select and use activities and resources	
	<i>Know that we are all members of communities</i>		Develop their sense of responsibility and membership of a community		Develop their sense of responsibility and membership of a community, <i>talking about why they are special</i>	
	<i>Begin to settle into the new environment and form bonds with new adults and peers</i>		Become more outgoing with unfamiliar people, in the safe context of their setting		Show more confidence in new social situations	
	Play with one or more other children, extending and elaborating play ideas		Play with one or more other children, extending and elaborating play ideas		Take part in other pretend play with different roles with one or more other children	
	Begin to independently resolve disagreements or conflicts <i>during play using talk</i>		Independently talk with others to resolve disagreements or solve conflicts, begin to develop appropriate ways of being assertive		Find solutions to conflicts and rivalries e.g. negotiate solutions to conflicts in their play and use appropriate ways of being assertive	
	<i>Begin to understand school rules and why they are important. Children to begin to remember these without support from an adult.</i>		Increasingly follow rules, understanding why they are important		Remember rules without needing an adult to remind them and know why they are important.	
	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'		Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' and understand gradually how others might be feeling		Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' and <i>begin to understand ways in which we can regulate our emotions</i>	
	<i>Begin to understand the importance of meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Adult support may be required</i>		Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly		Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly	



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	<i>Begin to talk about healthy choices and why they are important. Children begin to make healthy choices with help when needed.</i>	<i>Begin to talk about healthy choices and why they are important. Children begin to make healthy choices with help when needed.</i>	<i>Make healthy choices about food, drink, activity and tooth brushing and can understand the importance</i>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PHYSICAL DEVELOPMENT	Develop their movement, balancing, riding (scooters, trikes and bikes) ball skills, climbing and using stairs apparatus with alternate feet.		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) ball skills, climbing and using stairs.		<i>Match their developing physical skills to tasks and activities in the setting, becoming more confident, competent, creative and adaptive movers</i>	
	<i>Begin to demonstrate control when skipping, hopping, balancing e.g. stand on one leg and hold a pose for a game like musical statues</i>		Confidently demonstrate control when skipping, hopping, balancing e.g. stand on one leg and hold a pose for a game like musical statues			
	Use large-muscle movements to dance, wave flags and streamers, paint and make marks		Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm		<i>Use and remember sequences and patterns of large-muscle movements which are related to music and rhythm</i>	
	Start taking part in some group activities		Start taking part in some group activities which they make up for themselves, or in teams			
	Begin to choose right resources to carry out their own plan, with support when needed.		Increasingly be able to choose the right resources to carry out their own plan		<i>Independently choose the right resources to carry out their own plan</i>	
	<i>Begin to carry out activities which involve taking risks, talking about how to keep safe.</i>		Carry out activities which involve taking risks and thinking about physical safety along with their physical ability			
	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks					
	<i>Begin to use one-handed tools and equipment, with guided hand-over-hand help when needed.</i>		Use one-handed tools and equipment, e.g. making snips in paper with scissors			
	<i>Begin to use a comfortable grip with good control when holding pens and pencils</i> <i>Begin to show a preference for a dominant hand</i>		Use a comfortable grip with good control when holding pens and pencils Begin to show a preference for a dominant hand		<i>Use a tri-pod grip with good control when holding pens and pencils</i> <i>Demonstrate preference for a dominant hand</i>	
	<i>Be increasingly independent as they get dressed and undressed, e.g. putting coats on and doing up zips, with support as needed.</i>		Be increasingly independent as they get dressed and undressed, e.g. putting coats on and doing up zips.		<i>Independently get dressed and undressed, e.g. putting coats on and doing up zips.</i>	



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LITERACY	Understanding that print has meaning, understanding the different parts of books i.e. title, blurb etc		Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 		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; writing 'm' for mummy	
	Engage in extended conversations about stories, learning new vocabulary		Engage in extended conversations about stories, learning new vocabulary			
	<i>Begin to represent meaning using marks and can explain what it means to them</i>		Write some letters accurately		Write some or all of their name	
	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 					
SCHOOL PHONICS SCHEME	PHASE 1 Phonics (7 aspects) taught throughout the Autumn Term and embedded in the provision: Aspect 1: General Sound Discrimination – Environmental Sounds Aspect 2: General Sound Discrimination – Instrumental Sounds Aspect 3: General Sound Discrimination – Body Percussion Aspect 4: Rhythm & Rhyme Aspect 5: Alliteration Aspect 6: Voice Sounds			ReadWriteInc: Set 1	ReadWriteInc: Set 1	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHEMATICS	Recite numbers past 5.				Show 'finger numbers' up to 5.	
	Talk about and explore 2D and 3D shapes.		<i>Beginning to count on their fingers</i>		Say one number for each item in order: 1, 2, 3, 4, 5.	
	Compare quantities using language: 'more than', 'fewer than'.		Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').			
	Notice patterns and arrange things in patterns.				Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	
	<i>May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence</i>		<i>Becoming familiar with patterns in daily routines</i>		Complete inset puzzles.	



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		<i>Joins in and anticipates repeated sound and action patterns</i>	Discuss routes and locations, using words like 'in front of' and 'behind'.
		Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
		Understand position through words alone	
		<i>Beginning to select a shape for a specific space</i>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNDERSTANDING THE WORLD	Use all their senses in hands-on exploration of natural materials		Explore collections of materials with similar and/or different properties		Talk about the differences between materials and changes they notice	
	Talk about what they see, using a wide vocabulary		Talk about what they see, using a wide vocabulary		Talk about what they see, using a wide vocabulary	
	Begin to make sense of their own life-story and family's history		Continue developing positive attitudes about the differences between people		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	
			Show interest in different occupations		<i>Show interest in different occupations and talk about why they are important</i>	
	Explore how things work		Explore and talk about different forces they can feel			
	<i>Explore plants and trees in local environment and begin to describe them</i>		Plant seeds and care for growing plants.		Begin to understand the need to respect and care for the natural environment and all living things	
			Understand the key features of the life cycle of a plant and an animal		<i>Describe the simple life cycle of a plant and an animal using words, pictures, actions etc</i>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EXPRESSIVE ARTS & DESIGN	Take part in simple pretend play, using an object to represent something else even though they are not similar		Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.		Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park	
	Explore different materials freely, to develop their ideas about how to use them and what to make Join different materials and explore different textures		Develop their own ideas and then decide which materials to use to express them			
	Create closed shapes with continuous lines and begin to use these shapes to represent objects Use drawing to represent ideas like movement or loud noises		Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc		Draw with increasing complexity and detail, such as representing a face with a circle and including details	
	Explore colour and colour mixing					
	Listen with increased attention to sounds <i>(Developing listening skills through a range of active listening activities)</i>		Respond to what they have heard, expressing their thoughts and feelings <i>(Play, share and perform a wide variety of music and songs from different</i>			



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		<i>cultures and historical periods)</i>	
	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Create their own songs or improvise a song around one they know	
		Play instruments with increasing control to express their feelings and ideas	