



# St. Cuthbert's Catholic Primary School

## EYFS Curriculum Progression: Long Term Overview

### Nursery (N2)



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE BRANCH	<b>BRANCH 1</b> Creation and Covenant	<b>BRANCH 2</b> Prophecy and Promise	<b>BRANCH 3</b> Galilee to Jerusalem	<b>BRANCH 4</b> Desert to Garden	<b>BRANCH 5</b> Ends of the Earth	<b>BRANCH 6</b> 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	Role play Understanding 'many' & 'few'	Understanding 'long' and 'short' Learning the meaning of 'why'	Understanding 'first' and 'last' Understanding and using four-word sentences	Using comparatives Understanding opposites Linking sentences using because	Talking about things that have happened Understanding pronouns: 'they' and 'their' Playing socially in groups	Understanding same and different Taking turns in a small group Listening to stories to understand 'what', 'where' and 'why' questions
FAVOURITE FIVE	<b>TRADITIONAL TALE</b> GOLDILOCKS AND THE THREE BEARS	<b>TRADITIONAL TALE</b> LITTLE RED RIDING HOOD	<b>TRADITIONAL TALE</b> LITTLE RED HEN	<b>TRADITIONAL TALE</b> JACK AND THE BEANSTALK	<b>TRADITIONAL TALE</b> CHICKEN LICKEN	<b>TRADITIONAL TALE</b> LITTLE MERMAID
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.  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.	<b>DIVERSITY</b> THE FAMILY BOOK <i>Todd Parr</i>	<b>DIVERSITY</b> THE BEST DIWALI EVER <i>Sonali Shah</i>	<b>DIVERSITY</b> MEL LOVES FIREWORKS <i>Vickie Lee</i>	<b>DIVERSITY</b> FRUITS: A CARRIBBEAN COUNTING POEM <i>Valerie Bloom</i>	<b>DIVERSITY</b> WHEELS ON THE TUK TUK <i>Kabir Seghal</i>	<b>DIVERSITY</b> HERE WE ARE <i>Oliver Jeffers</i>
	<b>EYFS CLASSIC</b> ROOM ON THE BROOM <i>Julia Donaldson</i>	<b>EYFS CLASSIC</b> WHATEVER NEXT? <i>Jill Murphy</i>	<b>EYFS CLASSIC</b> STANLEY STICK <i>John Hedgley</i>	<b>EYFS CLASSIC</b> OLIVER'S VEGETABLES <i>Alison Barlett</i>	<b>EYFS CLASSIC</b> THE TRAIN RIDE <i>June Crebbin</i>	<b>EYFS CLASSIC</b> PEACE AT LAST <i>Jill Murphy</i>
	<b>RECENT</b> BEWARE OF THE BEARS <i>Alan McDonald</i>	<b>RECENT</b> FROGGY GREEN <i>Anna Walker</i>	<b>RECENT</b> BRENDA IS A SHEEP <i>Morag Hood</i>	<b>RECENT</b> 1,2,3 DO THE DINOSAUR <i>Michelle Robinson</i>	<b>RECENT</b> HOSPITAL DOG <i>Julia Donaldson</i>	<b>RECENT</b> MABEL AND THE MOUNTAIN <i>Kim Hillyard</i>
	<b>WELLBEING</b> GUESS HOW MUCH I LOVE YOU? <i>Sam McBratney</i>	<b>WELLBEING</b> I'M SORRY <i>Michael Ian Black</i>	<b>WELLBEING</b> CAN I JOIN YOUR CLUB? <i>John Kelly</i>	<b>WELLBEING</b> MAD, MAD BEAR <i>Kimberley Gee</i>	<b>WELLBEING</b> THANK GOODNESS FOR BOB <i>Matthew Morgan</i>	<b>WELLBEING</b> HOW DO YOU FEEL? <i>Anthony Browne</i>
NURSERY RHYME FOCUS	<b>KNOWN RHYME</b> Twinkle Twinkle Little Star Humpty Dumpty I'm A Little Tea Pot <b>NEW RHYMES</b> Jack and Jill It's Raining, It's Pouring London Bridge is Falling Down	<b>WORLD NURSERY RHYME WEEK</b> Focus rhymes will be released prior	<b>KNOWN RHYME</b> Hokey Cokey Little Bo Peep If You're Happy and You Know It <b>NEW RHYMES</b> Hey Diddle, Diddle I Hear Thunder Mary, Mary Quite Contrary	<b>KNOWN RHYME</b> Hot Cross Buns Old MacDonald Hickory Dickory Dock <b>NEW RHYMES</b> Mary Had A Little Lamb Two Little Dickie Birds Miss Polly Had A Dolly	<b>KNOWN RHYME</b> Incy Wincy Spider Pat a Cake Little Miss Muffett <b>NEW RHYMES</b> Ring a Ring a Roses One Finger, One Thumb Keep Moving The Muffin Man	<b>KNOWN RHYME</b> Head, Shoulders, Knees and Toes 1,2,3,4,5 Once I Caught A Fish Alive Wheels On The Bus <b>NEW RHYMES</b> Old King Cole Polly Put The Kettle On Row, Row, Row Your Boat



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<b>COMMUNICATION &amp; LANGUAGE</b>	<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 &amp; sing some songs and rhymes.</i>		Sing a large repertoire of songs & rhymes, <i>using actions</i>		Sing a large repertoire of songs & rhymes, <i>recalling by heart.</i>	
	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
<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	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>	Make healthy choices about food, drink, activity and tooth brushing <i>and can understand the importance</i>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>PHYSICAL DEVELOPMENT</b>	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.		Match their developing physical skills to tasks and activities in the setting, <i>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		Use and remember sequences and patterns of large-muscle movements which are related to music and rhythm	
	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		Independently choose the right resources to carry out their own plan	
	<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>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>LITERACY</b>	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"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul>		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			



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<b>SCHOOL PHONICS SCHEME</b>	<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"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>		
	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

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>MATHEMATICS</b>	Say one number for each item in order: 1,2,3,4,5.		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		Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	
	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').		<i>Joins in with and predicts what comes next in a story or rhyme</i>		Show 'finger numbers' up to 5.	
	<i>In everyday situations, takes or gives two or three objects from a group</i>		<i>Joins in and repeats repeated sound and action patterns.</i>		Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	
	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.		Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.		Notice and correct an error in a repeating pattern.	
	Combine shapes to make new ones – an arch, a bigger triangle, etc.		Discuss routes and locations, using words like 'in front of' and 'behind'.		Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	
	Describe a familiar route.		Extend and create ABAB patterns – stick, leaf, stick, leaf.			
	<i>Moves their bodies and toys around objects and explores fitting into spaces</i>		Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.		Experiment with their own symbols and marks as well as numerals.	
	<i>Responds to some spatial and positional language</i>				<i>Links numerals with amounts up to 5 and maybe beyond</i>	
	<i>Recognises that two objects have the same shape</i>				Compare quantities using language: 'more than', 'fewer than'	
	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').					
	Show 'finger numbers' up to 5.					



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	Compare quantities using language: 'more than', 'fewer than'.		
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<b>UNDERSTANDING THE WORLD</b>	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
<b>EXPRESSIVE ARTS &amp; DESIGN</b>	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 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			