ST.PATRICK'S PRIMARY SCHOOL EYFS CURRICULUM OVERVIEW and PROGRESSION OF SKILLS 2019



Term	RE	Personal,	Physical	Communication	Literacy	Maths	People and	The World	Technology	Exploring
		Social and	Development	and Language			Communities			Art Design
		Emotional								
		development								
		Making relationships	Health and Self-care	Listening and attention	Reading	Number	Has a sense of own	Notices detailed	Seeks to operate	Exploring and
		Interested in play and	Clearly communicating need	Shows an interest in	Myself	Counting & Numbers	immediate family and relations.	features of objects in their environment.	simple ICT equipment.	using media and materials.
	Domestic	starting to join in. Playing in a group and	for the toilet. Beginning to manage own	sounds, songs and rhymes.	Fiction and Non-fiction	Counting & Ordering	Beginning to have own	Comments and asks	Knows how to	Joins in with
	Church	sharing ideas.	self care e.g. going to the	Listens to stories with	books and stories		friends.	questions about	operate simple	singing, dancing,
		Self confidence and	toilet and washing hands. Dresses themselves with	increasing attention and recall	about myself, family and special people.	Counting & Patterns	Shows interest in lives	what they have observed and their	technology equipment.	ring games, songs and rhymes.
		self awareness	some help.			Counting & Addition	of people who are	familiar world		ŕ
	Myself	Separates from main	Moving and handling	Understanding	Traditional Tales	Counting & Numbers	familiar to them.	Autumn walk and	Know that information can be	Beginning to construct for a
	,	carer.			The three little pigs	_	Recognises and	autumn adventures	retrieved from a	purpose.
		Expresses own preferences and	Moving around freely with pleasure.	Understands who what where in simple	The three billy goats gruff	Shape space and measure	describes special times or events		computer.	Explores colours,
		interests. Becoming	Shows control holding mark making tools.	questions. Beginning to understand	Jack and the beanstalk Goldilocks and the	2D shape				lines and space
		independent with	Beginning to draw shapes	why and how questions	three bears	·				Being imaginative
		activities, resources and small tasks.	and lines showing a preference for dominant	Speaking	Little red riding hood	Comparison of size				Beginning to make
			hand.		Autumn	Time				believe by
		Managing feelings and behaviour	Developing fine and gross motor movements.	Can hold a simple conversation	Non fiction books,					pretending.
	Belonging	Chaudan	Beginning to hold a pencil	Uses simple sentences	songs and rhymes					Beginning to draw
		Showing understanding of new	with good control. Can write some letters and	Can talk in more complex sentences and retell past	about the seasons, weather and Autumn.					pictures to represent
		boundaries and routines.	own name.	events.	Stories based around					meaning
ոո 1		roddines.			Autumn, woodlands					Engages in
Autumn 1					and seasonal change. Percy the park keeper,					imaginative role play
4					The Gruffalo.					μ.υ,
					Listens to stories with					
					increasing recall and attention.					
					Recognises familiar					
					words such as names, labels and signs					
					Becoming confidence					
					handling books					
					Writing					
					Gives meanings to					
					marks as they draw, write and paint					
					Ascribes meanings to marks.					
	Celebrating other faiths				Hears and says initial sounds in words.					
					Writes own name and other labels and					
					captions					

	Advent and	Making relationships	Health and Self-care	Listening and attention	Reading	Number	Has a sense of own	Notices detailed	Seeks to operate	Exploring and
	Christmas	maning relationships					immediate family and	features of objects in	simple ICT	using media and
		Interested in play and	Clearly communicating need	Shows an interest in	Where we live.	Counting & Numbers	relations.	their environment.	equipment.	materials.
		starting to join in.	for the toilet.	sounds, songs and						
		Playing in a group and	Beginning to manage own	rhymes.	Fiction and non fiction	Counting & Ordering	Beginning to have own	Comments and asks	Knows how to	Joins in with
		sharing ideas.	self care e.g. going to the		books about The		friends.	questions about	operate simple	singing, dancing,
			toilet and washing hands.	Listens to stories with	World, maps and	Counting & Patterns		what they have	technology	ring games, songs
		Self confidence and	Dresses themselves with	increasing attention and	views of Thornaby and		Shows interest in lives	observed and their	equipment.	and rhymes.
		self awareness	some help.	recall	our local area	Counting & Addition	of people who are	familiar world		
							familiar to them.		Know that	Beginning to
		Separates from main	Moving and handling		Autumn	Counting & Numbers		Autumn walk and	information can be	construct for a
		carer.		Understanding			Recognises and	autumn adventures	retrieved from a	purpose.
		Expresses own	Moving around freely with		Non fiction books,	Shape space and	describes special times		computer.	
		preferences and	pleasure.	Understands who what	songs and rhymes	measure	or events	Christmas traditions		Explores colours,
		interests.	Shows control holding mark	where in simple	about the seasons,					lines and space
		Becoming	making tools.	questions.	weather and Autumn.	2D shape				
		independent with	Beginning to draw shapes	Beginning to understand						Being imaginative
		activities, resources	and lines showing a	why and how questions	Stories based around	Comparison of size				
		and small tasks.	preference for dominant hand.	Constitut	Autumn, woodlands	(length and size)				Beginning to make
		Managing facilings		Speaking	and Christmas starios	Time				believe by
		Managing feelings and behaviour	Developing fine and gross motor movements.	Can hold a simple	Christmas stories, songs and rhymes	Tille				pretending.
7		Showing	Beginning to hold a pencil	conversation	soligs and mymes					Beginning to draw
Autumn 2		understanding of new	with good control.	Uses simple sentences	Listens to stories with					pictures to
횰		boundaries and	Can write some letters and	Can talk in more complex	increasing recall and					represent
ΑF		routines.	own name.	sentences and retell past	attention.					meaning
				events.	Recognises familiar					
					words such as names,					Engages in
					labels and signs					imaginative role
					Becoming confidence					play
					handling books					
					Writing					Christmas
										performance
					Gives meanings to					
					marks as they draw,					
					write and paint					Christmas crafts
					Aili					and art and design
					Ascribes meanings to					
					marks.					
					Hears and says initial					
					sounds in words.					
					Sourius III Words.					
					Writes own name and					
					other labels and					
	<u> </u>				captions					
	Local church	Making relationships	Health and self care	Listening and attention	Reading	Number	Recognises and	Notices detailed	Completes a simple	Exploring and
							describes special times	features of objects in	programme on a	using media and
	Community	May form special	Can tell adults if they want to	Joins in with repeated	The circus	Counting & Ordering	or events for family or	their environment.	computer.	materials
		friendships with	rest or play	refrains, rhymes, songs	Non fistion	Counting & Ordinal	friends.	Commonts	Chaus skill- :	Duildung
		another child.	Can attend toileting needs independently most of the	and stories	Non-fiction and information texts	numbers	Chaus an interest in	Comments and asks	Shows skills in	Build up a
		Initiates play and responds to what	time themselves	Listans to others in small	about the circus and	Addition Counting & Adding	Shows an interest in different occupations	questions about what they have	making toys work.	repertoire of songs and dances.
		others are saying or	Manages own self care e.g.	Listens to others in small groups	travelling to different	Number problems	and ways of life.	observed and their	Seeks to operate	Experiments with
		doing.	washing hands and drying	groups	places – Come to the	Manuel Propiettis	and ways of file.	familiar world	simple ICT	different colours,
Spring1		Initiates	hands.	Joins in with listening to	circus	Shape space and	Remembers and talks	Tarriniar WORL	equipment.	textures and
pri		conversations and	Dresses themselves with	stories and repeated		measure	about significant	Talk about why	4=-1	materials.
S		listens to what others	some help.	refrains	Fictional stories about		events in their own	things happen how	Knows how to	Responds to music
		have to say.	To have an understanding of		The circus	2D shape	experience	things work.	operate simple	in a variety of
			how to keep safe.	Understanding	The singing mermaid	Data		_	technology	ways.
		Self-confidence and		_	Spot goes to the circus	Patterns and			equipment.	Taps out simple
		Self-awareness	Moving and handling	Understands complex		symmetry				repeated rhythms.
				instructions and	Rhymes and Poetry	Positional language			Know that	Explores and
		Expresses own	Moving around freely with	sentences.	Stories, songs and	Length, height, weight			information can be	learns how sounds
		preferences.	pleasure	Understands who what	rhymes based around	and capacity			retrieved from a	can be changed.

				T	T		T	T		
		Separates from main	Moving confidently and	where in simple	Winter and non fiction				computer.	Explores the
		carer.	safely negotiating own space	questions.	books about seasonal					different sounds
	Eucharist	Developing	Experiments with different	Beginning to understand	change.					of instruments.
	Deletion	confidence with	ways of moving	why and how questions	1:					Dalas lassalas Albas
	Relating	adults and peers.	Runs skillfully and negotiates	Understanding	Listens to stories with					Being imaginative
			space, adjusting speed or	Understanding	increasing recall and					Continue
		Manging feelings and	direction to avoid obstacles	prepositions such as	attention.					Captures
		behaviour	Uses one handed tools such	under, over, top	Describes main story					experiences using a range of media.
		Chawing	as scissors	Speaking	setting, events and					Uses movement
		Showing understanding of	Begins to form recognizable letters	Speaking	characters Recognises familiar					and creates
		boundaries and	Developing fine and gross	Uses a variety of	words such as names,					movement in
		routines.	motor movements.	questions.	labels and signs					response to music.
		Toutines.	Beginning to hold a pencil	Can retell a past event in	Confidence handling					Makes up
		Aware of own	with good control.	the correct order.	books					rhythms.
		feelings.	Can write some letters and	Uses talk to connect	Joins in with repeated					Sings to self and
		100851	own name.	ideas, explain what's	refrains					makes up simple
		Accepting the needs	own name.	happening and anticipate	Recognises rhythm,					songs.
		of others, take turns		what might happen next.	rhyme and alliteration					Introduces a
		and share		Builds up vocabulary	,					storyline and
				reflecting own	Writing					narrative to their
				experiences.						play.
				Uses a range of tenses	Gives meanings to					
				Uses intonation, rhythm	marks as they draw,					
				and phrasing	write and paint					
					Ascribes meanings to					
					marks.					
					Hears and says initial					
					sounds in words.					
					Writes own name and					
	Lent and				other labels and					
	Easter				captions					
					Continues a rhyming					
					string blending and					
					segmenting					
		Making relationships	Health and self care	Listening and attention	Reading	Number	Recognises and	Notices detailed	Shows an interest in	Build up a
							describes special times	features of objects in	technology	repertoire of
		May form special	Clearly communicating need	Joins in with repeated	Dinosaurs Galore!	Counting & Ordering	or events for family or	their environment.		songs and dances.
		friendships with	for the toilet.	refrains, rhymes, songs	Non-fishion and	Counting & Ordinal	friends.	C	Completes a simple	Experiments with
		another child.	Beginning to manage own	and stories	Non-fiction and	numbers	61	Comments and asks	programme on a	different colours,
		Initiates play and	self care e.g. going to the	Focusing attention on	Information texts	Addition	Shows an interest in	questions about	computer.	textures and materials.
		responds to what	toilet and washing hands. Dresses themselves with	Focusing attention on different tasks	about dinosaurs and	Counting & Adding	different occupations	what they have	Shows skills in	
		others are saying or		different tasks	the past.	Number problems	and ways of life.	observed and their		Responds to music
		doing. Initiates	some help. To have an understanding of	Understanding	Fictional stories about	Money and counting Counting and	Remembers and talks	familiar world	making toys work.	in a variety of ways.
		conversations and	how to keep safe		dinosaurs	comparing groups of	about significant	Talk about why	Seeks to operate	Taps out simple
		listens to what others	to keep sale	Understands complex	Mad about dinosaurs	objects	events in their own	things happen how	simple ICT	repeated rhythms.
		have to say.	Moving and handling	instructions and	Harry and his bucket	,====	experience	things work.	equipment.	Explores and
				sentences.	full of dinosaurs	Shape space and	- 1			learns how sounds
8		Self-confidence and	Moving around freely with	Understands who what	Dinosaur romp	measure			Knows how to	can be changed.
ring 2		Self-awareness	pleasure	where in simple	Tyrannosaurus drip				operate simple	Explores the
Sprii			Moving confidently and	questions.	,	Time			technology	different sounds
S		Expresses own	safely negotiating own space	Beginning to understand	Rhymes and Poetry	Patterns and			equipment.	of instruments.
		preferences.	Experiments with different	why and how questions		symmetry				
		Separates from main	ways of moving		Stories, songs and	Positional language			Know that	
		carer.	Begins to form recognizable	Speaking	rhymes based around	Length, height, weight			information can be	Being imaginative
		Developing	letters		Springtime and non	and capacity			retrieved from a	
		confidence with	Beginning to draw shapes	Uses a variety of	fiction books about	3D shape			computer.	Captures
			I in i	questions.	seasonal change.					experiences using
		adults and peers.	and lines showing a				i e	1		
		adults and peers.	preference for dominant	Can retell a past event in						a range of media.
		Manging feelings and	preference for dominant hand.	Can retell a past event in the correct order.	Easter stories and					Uses movement
			preference for dominant hand. Developing fine and gross	Can retell a past event in the correct order. Uses talk to connect	Easter stories and rhymes					Uses movement and creates
		Manging feelings and behaviour	preference for dominant hand. Developing fine and gross motor movements.	Can retell a past event in the correct order. Uses talk to connect ideas, explain what's	rhymes					Uses movement and creates movement in
		Manging feelings and behaviour	preference for dominant hand. Developing fine and gross motor movements. Beginning to hold a pencil	Can retell a past event in the correct order. Uses talk to connect ideas, explain what's happening and anticipate	rhymes Listens to stories with					Uses movement and creates movement in response to music.
		Manging feelings and behaviour	preference for dominant hand. Developing fine and gross motor movements.	Can retell a past event in the correct order. Uses talk to connect ideas, explain what's	rhymes					Uses movement and creates movement in

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		routines.	own name.	reflecting own	Recognises familiar					Sings to self and
		A f		experiences.	words such as names,					makes up simple
		Aware of own			labels and signs Becoming confidence					songs.
		feelings.			-					Introduces a storyline and
		Assorting the peeds			handling books					
		Accepting the needs			144-141					narrative to their
		of others, take turns			Writing					play.
		and share			Cives meanings to					Factor grafts and
					Gives meanings to					Easter crafts and
					marks as they draw, write and paint					art and design
					Ascribes meanings to					
					marks.					
					Hears and says initial					
					sounds in words.					
					Writes own name and					
					other labels and					
					captions					
					Continues a rhyming					
					string blending and					
					segmenting					
					o o					
					Easter & resurrection					
					Spring and new life					
	<u> </u>									
		Making relationships	Health and self care	Listening and attention	Reading	Number	Recognises and	Notices detailed	Knows that	Exploring and
							describes special times	features of objects in	information can be	using media and
		Initiates	Eats a variety of healthy food	Joins in with repeated	Our Wonderful World!	Numerals	or events for family or	their environment.	retrieved from	materials
	Pentecost	conversations and	Shows a good understanding	refrains, rhymes, songs		Counting	friends.		computers	
		takes into account	of exercise, eating, sleeping	and stories	Non-fiction and	Counting and addition		Comments and asks	Completes a simple	Build up a
		what others say.	and hygiene.		Information texts	Counting and	Shows an interest in	questions about	program on a	repertoire of
		Explains knowledge	Shows an understanding of	Focusing attention on	about habitats around	subtraction	different occupations	what they have	computer	music, songs and
		and understanding	safety and safety measures.	different tasks	the world	More and less	and ways of life.	observed and their	Uses ICT hardware	dances.
		and asks appropriate	Shows an understanding of		Commotion in the	Recording		familiar world	to interact with age	Creates
		questions of others.	how to transport and store	Maintains attention,	Ocean	Mathematical	Remembers and talks		appropriate	representations of
		Takes steps to resolve	equipment safely.	concentrates and sits	Rumble in the jungle	problems	about significant	Talk about why	computer software	events, people
		conflicts with other	Naning and boudling	quietly during activities.	Farmyard hullabaloo		events in their own	things happen how		and objects.
		children.	Moving and handling	Understanding	Dear zoo	Chana anasa and	experience	things work.		Select tools and
	Reconcialition:	Self-confidence and	Negotiates space successfully	Understanding	Rhymes and Poetry	Shape space and measure	Enjoys joining in with	Developing an		techniques needed to shape,
	Neconciantion.	Self-awareness	Experiments in different	Responds to two part	Continuing a rhyming	illeasure	family customs and	understanding of		assemble and join
		Sell-awarelless	ways of moving	instructions	string	2D and 3D shapes	routines	growth, decay and		materials.
		Confident to speak to	Travels with confidence on, u	Listens and responds to	Stories, songs and	Position	Toutiles	changes overtime.		materials.
		others about own	der, around	ideas expressed by	rhymes based around	Length, height, weight		Shows care and		
↔		needs, wants,	Handles tools, objects,	others in conversation	Summertime time and	and capacity		concern for living		Being imaginative
ner		interests and	construction and malleable		non fiction books	Pattern		things and the		
Summer		opinions.	materials with safety and	Speaking	about seasonal	Time		environment.		Captures
Su		Can describe self in a	control		change.	Money				experiences using
		positive terms.	Shows a preference for a	Extends vocabulary	· ·	,		Looks closely at		a range of media.
			dominant hand	extending the meaning	Listens to stories with			similarities,		Uses movement
		Manging feelings and	Beginning to form	of new sounds and	increasing recall and			differences, patterns		and creates
		behaviour	recognsiable letters	words.	attention.			and change		movement in
			Uses and holds a pencil	Uses language to	Enjoys an increasing					response to music.
		Aware of boundaries	effectively	recreate roles and	range of books					Makes up
	1	and routines.		experiences	Recognises familiar					rhythms.
				Uses talk to organize,	words such as names,					Sings to self and
	Other Faiths:	Aware of own		sequence and clarify	labels and signs					makes up simple
		feelings.		thinking.	Becoming confidence					songs.
	1	Hadanston P. H.		Uses talk to connect	handling books					Introduces a
		Understanding that		ideas, explain what's	Can segment and					storyline and
	Universal	own actions affect		happening and anticipate	blend words					narrative to their
	Universal Church:	other people.		what might happen next.	Linking sounds and letters to the alphabet					play.
	Citaren.				Begins to read words					
					and simple sentences					
	1		I		and simple sentences		1			

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				Writing					
				Circa managina ata					
				Gives meanings to					
				marks as they draw,					
				write and paint					
				Hears and says initial					
				sounds in words.					
				Writes own name and					
				other labels and					
				captions					
				Continues a rhyming					
				string blending and					
				segmenting					
				Attempts to write					
				simple sentences					
				Cummortimo					
				Summertime					
	Making relationships	Health and self care	Listening and attention	Reading	Number	ELG: Children talk	ELG: Children know	ELG: Children	Exploring media
	waking relationships	incattii aitu seli tale	Listening and attention	neauiiig	HAITING	about past and	about similarities	recognize that a	and using
	ELG: Children play	ELG: Children know the	ELG: Children listen	Let's go on a journey!	ELG: Children can	present events in their	and differences in	range of technology	materials.
	cooperatively, taking	importance for good health	attentively in a range of	cc 5 go on a journey:	count reliably with	own lives and in lives	relation to places,	is used in places	acci iai3.
	turns with others.	or physical exercise and a	situations. They listen to	Non-fiction and	numbers from 1-20.	of family members.	objects, materials	such as home and	ELG: sing songs,
	They take into	healthy diet and keeping	stories anticipating key	Information texts	Place them in order	They know that other	and living things.	schools. They select	make music and
	account of one	safe. They manage their own	events and respond to	about going on a	and say which number	children don't always	They talk about the	and use technology	dance and
	another's ideas about	basic hygiene and personal	what they hear with	journey and following	is one more or one less	enjoy same similarities	features of their	for particular	experiment with
	how to organise their	needs successfully, including	relevant comments,	trails	than a given number.	and differences	own environment	purposes.	ways of changing
	activity. They show	dressing and going to the	questions or actions.	The train ride	Using quantities and	between themselves	and how	parposes.	them. They safely
	sensitivity to other's	toilet.	They give their attention	The lighthouse keepers	objects they add and	and others and among	environments might		use and explore a
	needs and feelings	tonet.	to what others say and	lunch	subtract 2 single digit	families, communities	vary from one		variety of
	and form positive	Moving and handling	respond appropriately	We're going on a bear	numbers and count on	and traditions.	another. They make		materials, tools
	relationships with		while engaged in another	hunt	or back to find an	and traditions.	observations of		and techniques,
	adults and other	ELG: Children show good	activity.	Maisie goes on holiday	answer.		animals and plants		experimenting
	children.	control and coordination in	,	,			and explain why		with colour,
		large and small movements.	Understanding	Rhymes and Poetry	Shape space and		some things occur		design, texture
	Self-confidence and	They move confidently in a		Continuing a rhyming	measure		and talk about		and form and
	Self-awareness	range of ways, safely	ELG: Children follow	string			changes.		function.
		negotiating space. They	instructions involving	Stories, songs and	ELG; Children use				
	ELG: Children are	handle equipment and tools	several ideas or actions.	rhymes based around	everyday language to				
	confident try new	effectively, including pencils	They answer how and	Summertime time and	talk about size, weight,				Being imaginative
2	activities, and say	for writing.	why questions about	non fiction books	capacity, position,				
	why they like some		their experiences and in	about seasonal	distance, time and				ELG: Children use
E .	activities more than		response to stories or	change.	money to compare				what they have
Summer	others. They are		events	-	quantities and objects				leant about media
o,	confident to speak in			Summer	and to solve problems.				and materials in
	a familiar group, will		Speaking		They recognize, create				original ways,
	talk about their ideas,			ELG: Children read and	and describe patterns.				thinking about
	and will choose the		ELG: Children express	understand simple	They explore				uses and
	resources they need		themselves effectively,	sentences. They use	characteristics of				purposes. They
	for their chosen		showing awareness of	phonic knowledge to	everyday objects and				represent their
	activities. They say		listeners needs. They	decode regular words	shapes and use				own ideas,
	when they do or		use past, present and	and read them aloud	mathematical				thoughts, and
	don't need help.		future forms accurately	accurately. They also	language to describe				feelings through
			when talking about	read common irregular	them.				design and
	Manging feelings and		events that happened or	words. They					technology, art,
	behaviour		are going to happen in	demonstrate					music, dance, role
			the future. They develop	understanding when					play and stories.
	ELG: Children talk		their own narratives and	talking with others					
	about how they and		explanations by	about what they have					
	others show feelings,		connecting ideas or	read.					
	talk about their own		events.						
	and other's behaviour			Writing					
	and its consequences								
	and know that some			ELG: Children use their					
	behaviour is			phonic knowledge to					
	unacceptable. They			write words in ways			1		

work	k as part of a	\	which match their		
group	up or class and	9	spoken sounds. They		
under	erstand nd follow	a	also write irregular		
rules.	s. They adjust		common words. They		
their	r behaviour to	\	write simple sentences		
differ	erent situations	\	which can be read by		
and to	take changes in	t	themselves and		
their	r stride.		others. Some words		
		a	are spelt correctly		
			others are phonetically		
			nlausible		