

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



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

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

	<p>Eucharist</p> <p>Relating</p>	<p>Separates from main carer. Developing confidence with adults and peers.</p> <p>Manging feelings and behaviour</p> <p>Showing understanding of boundaries and routines.</p> <p>Aware of own feelings.</p> <p>Accepting the needs of others, take turns and share</p>	<p>Moving confidently and safely negotiating own space Experiments with different ways of moving Runs skillfully and negotiates space, adjusting speed or direction to avoid obstacles Uses one handed tools such as scissors Begins to form recognizable letters Developing fine and gross motor movements. Beginning to hold a pencil with good control. Can write some letters and own name.</p>	<p>where in simple questions. Beginning to understand why and how questions</p> <p>Understanding prepositions such as under, over, top...</p> <p>Speaking</p> <p>Uses a variety of questions. Can retell a past event in the correct order. Uses talk to connect ideas, explain what's happening and anticipate what might happen next. Builds up vocabulary reflecting own experiences. Uses a range of tenses Uses intonation, rhythm and phrasing</p>	<p>Winter and non fiction books about seasonal change.</p> <p>Listens to stories with increasing recall and attention. Describes main story setting, events and characters Recognises familiar words such as names, labels and signs Confidence handling books Joins in with repeated refrains Recognises rhythm, rhyme and alliteration</p> <p>Writing</p> <p>Gives meanings to marks as they draw, write and paint 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</p>				<p>computer.</p>	<p>Explores the different sounds of instruments.</p> <p>Being imaginative</p> <p>Captures experiences using a range of media. Uses movement and creates movement in response to music. Makes up rhythms. Sings to self and makes up simple songs. Introduces a storyline and narrative to their play.</p>
<p>Spring 2</p>		<p>Making relationships</p> <p>May form special friendships with another child. Initiates play and responds to what others are saying or doing. Initiates conversations and listens to what others have to say.</p> <p>Self-confidence and Self-awareness</p> <p>Expresses own preferences. Separates from main carer. Developing confidence with adults and peers.</p> <p>Manging feelings and behaviour</p> <p>Showing understanding of boundaries and</p>	<p>Health and self care</p> <p>Clearly communicating need for the toilet. Beginning to manage own self care e.g. going to the toilet and washing hands. Dresses themselves with some help. To have an understanding of how to keep safe</p> <p>Moving and handling</p> <p>Moving around freely with pleasure Moving confidently and safely negotiating own space Experiments with different ways of moving Begins to form recognizable letters Beginning to draw shapes and lines showing a preference for dominant hand. Developing fine and gross motor movements. Beginning to hold a pencil with good control. Can write some letters and</p>	<p>Listening and attention</p> <p>Joins in with repeated refrains, rhymes, songs and stories</p> <p>Focusing attention on different tasks</p> <p>Understanding</p> <p>Understands complex instructions and sentences. Understands who what where in simple questions. Beginning to understand why and how questions</p> <p>Speaking</p> <p>Uses a variety of questions. Can retell a past event in the correct order. Uses talk to connect ideas, explain what's happening and anticipate what might happen next. Builds up vocabulary</p>	<p>Reading</p> <p>Dinosaurs Galore!</p> <p>Non-fiction texts about dinosaurs and the past.</p> <p>Fictional stories about dinosaurs Mad about dinosaurs Harry and his bucket full of dinosaurs Dinosaur romp Tyrannosaurus drip</p> <p>Rhymes and Poetry</p> <p>Stories, songs and rhymes based around Springtime and non fiction books about seasonal change.</p> <p>Easter stories and rhymes</p> <p>Listens to stories with increasing recall and attention.</p>	<p>Number</p> <p>Counting & Ordering Counting & Ordinal numbers Addition Counting & Adding Number problems Money and counting Counting and comparing groups of objects</p> <p>Shape space and measure</p> <p>Time Patterns and symmetry Positional language Length, height, weight and capacity 3D shape</p>	<p>Recognises and describes special times or events for family or friends.</p> <p>Shows an interest in different occupations and ways of life.</p> <p>Remembers and talks about significant events in their own experience</p>	<p>Notices detailed features of objects in their environment.</p> <p>Comments and asks questions about what they have observed and their familiar world</p> <p>Talk about why things happen how things work.</p>	<p>Shows an interest in technology</p> <p>Completes a simple programme on a computer.</p> <p>Shows skills in making toys work.</p> <p>Seeks to operate simple ICT equipment.</p> <p>Knows how to operate simple technology equipment.</p> <p>Know that information can be retrieved from a computer.</p>	<p>Build up a repertoire of songs and dances. Experiments with different colours, textures and materials. Responds to music in a variety of ways. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores the different sounds of instruments.</p> <p>Being imaginative</p> <p>Captures experiences using a range of media. Uses movement and creates movement in response to music. Makes up rhythms.</p>

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

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

		work as part of a group or class and understand and follow rules. They adjust their behaviour to different situations and take changes in their stride.			which match their spoken sounds. They also write irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly others are phonetically plausible.						
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