



St Sebastian's Catholic Primary School & Nursery
EYFS CURRICULUM PROGRESSION – LONG TERM OVERVIEW
RECEPTION (4 - 5YRS)



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RELIGIOUS EDUCATION	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.
THEME	ALL CREATIONS GREAT & SMALL	MY WORLD & BEYOND	EXPLORING TRADITIONS & CULTURES	THE GREAT OUTDOORS	SUPERHEROES	UNDER THE SEA
TOPICS OF INTEREST COVERED WITHIN THEME	Myself / Starting School Friendships / Emotions Witches & Wizards Autumn / Nocturnal Animals	Diwali / Bonfire Night Nursery Rhymes Space Christmas	Toys (in the past) Celebrations (CNY, VD, PT) Winter	Festival of Holi How do things Grow? (veg/plants) Healthy Eating Dinosaurs	Jungle Animals Superheroes Road Safety	Our World (CAFOD) Under the Sea Summer/Holidays Getting ready for Y1 /Transition
FAVOURITE FIVE 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.	<u>LITERACY COUNTS</u> THE SOMETHING <i>Rebecca Cobb</i>	<u>LITERACY COUNTS</u> STAR IN THE JAR <i>Sam Hay</i>	<u>LITERACY COUNTS</u> LITTLE RED <i>Bethan Woollvin</i>	<u>LITERACY COUNTS</u> EXTRAORDINARY GARDNER <i>Sam Boughton</i>	<u>LITERACY COUNTS</u> JUNIPER JUPITER <i>Lizzy Stewart</i>	<u>LITERACY COUNTS</u> THE STORM WHALE <i>Benji Davies</i>
	<u>DIVERSITY</u> ALL ARE WELCOME <i>Alexandra Penfold</i>	<u>DIVERSITY</u> ASTRO GIRL <i>Ken Wilson-Max</i>	<u>DIVERSITY</u> WE ALL CELEBRATE <i>Chitra Soundar</i>	<u>DIVERSITY</u> HATS OF FAITH <i>Medeia Cohen</i>	<u>DIVERSITY</u> A SUPERPOWER LIKE MINE <i>Ranj Singh</i>	<u>DIVERSITY</u> RUBY'S WORRY <i>Tom Percival</i>
	<u>EYFS CLASSIC</u> OWL BABIES <i>Martin Waddell</i>	<u>EYFS CLASSIC</u> HOW TO CATCH A STAR <i>Oliver Jeffers</i>	<u>EYFS CLASSIC</u> NAUGHTY BUS <i>Jan Oke</i>	<u>EYFS CLASSIC</u> HANDA'S SURPRISE <i>Eileen Browne</i>	<u>EYFS CLASSIC</u> SUPERTATO <i>Paul Linnet & Sue Hendra</i>	<u>EYFS CLASSIC</u> THE RAINBOW FISH <i>Marcus Pfister</i>
	<u>TRADITIONAL TALE</u> UGLY DUCKLING	<u>TRADITIONAL TALE</u> ELVES AND THE SHOEMAKERS	<u>TRADITIONAL TALE</u> PINOCCHIO	<u>TRADITIONAL TALE</u> MAGIC PORRIDGE POT	<u>TRADITIONAL TALE</u> RUMPELSTILTSKIN	<u>TRADITIONAL TALE</u> PRINCESS AND THE PEA
	<u>WELLBEING</u> COLOUR MONSTER <i>Anna Llenas</i>	<u>WELLBEING</u> RUSTY THE SQUEAKY ROBOT <i>Neil Clark</i>	<u>WELLBEING</u> LOST AND FOUND <i>Oliver Jeffers</i>	<u>WELLBEING</u> WORRYSAURUS <i>Rachel Bright</i>	<u>WELLBEING</u> GIRAFFES CAN'T DANCE <i>Giles Andreae</i>	<u>WELLBEING</u> DON'T WORRY LITTLE CRAB <i>Chris Haughtan</i>
NURSERY RHYME FOCUS	Three Blind Mice Doctor Foster Went to Gloucester	WORLD NURSERY RHYME WEEK Focus rhymes will be released prior	Five Little Speckled Frogs Five Little Ducks	A Sailor Went to Sea Five Little Monkeys	The Grand Old Duke of York Ten Fat Sausages	The Big Ship Sails Ten Green Bottles



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ENRICHMENT OPPORTUNITIES		<ul style="list-style-type: none">• Visit to Liverpool World Museum – Planetarium		<ul style="list-style-type: none">• Visit to L'ARCHE – Garden Project		
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COMMUNICATION & LANGUAGE	Understand how to listen carefully and why listening is important		Understand how to listen carefully and why listening is important		Understand how to listen carefully and why listening is important <i>(linking listening with learning)</i>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
	Learn new vocabulary and begin to use it through the day <i>(using various props to promote e.g.objects, pictures and photographs)</i>		Use new vocabulary independently in different contexts		Use new vocabulary independently <i>(& repeatedly)</i> in different contexts	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Ask questions to find out more and to check they understand what has been said to them		Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen			Make comments about what they have heard and ask questions to clarify their understanding.
	Articulate their ideas and thoughts in well-formed sentences		Connect one idea or action to another using a range of connectives			Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Describe events in some detail		Talk about recent events significant to them in detail			
	Develop social phrases		<i>Use social phrases independently within daily school routine</i>		<i>Use social phrases independently when speaking with teachers and peers.</i>	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Listen carefully to rhymes and songs, paying attention to how they sound		Learn rhymes, poems and songs <i>(with children knowing by heart using call & response)</i>		<i>Demonstrate a secure knowledge of a variety of rhymes, poems & songs, knowing by heart</i>	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Engage in story times Listen to and talk about stories to build familiarity and understanding		Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words			
	Engage in non-fiction books <i>(containing photographs and pictures that will extend their knowledge of the world and illustrate a current topic)</i>		Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary			



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PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	See themselves as a valuable individual		See themselves as a valuable individual			Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
	Build constructive and respectful relationships		Think about the perspectives of others	Think about the perspectives of others; <i>children can independently explain to others how they thought about a problem or an emotion and how they dealt with it</i>		Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Explain the reasons for rules, know right from wrong and try to behave accordingly.	
	Express their feelings and consider the feelings of others		Identify and moderate their own feelings socially and emotionally	Identify and moderate their own feelings socially and emotionally <i>using a range of strategies independently.</i>		Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Show sensitivity to their own and to others' needs.	
	Show resilience and perseverance in the face of challenge		Show resilience and perseverance in the face of challenge, <i>developing problem-solving skills and recognising how mistakes are an important part of learning.</i>	Show resilience and perseverance in the face of challenge, <i>with children independently setting their own goals and talking about how to achieve them.</i>		Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	
	Manage their own needs (personal hygiene)						Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	<i>Talk about exercise, healthy eating and the importance of sleep</i>		Know and talk about the different factors that support their overall health and wellbeing				



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PHYSICAL DEVELOPMENT	Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing		Progress towards a more fluent style of moving, with developing control and grace.				Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming		Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming				
	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.				
	<i>Combine different movements with ease and fluency including movements that require quick changes of speed and direction</i>		<i>Combine a range of different movements with ease and fluency, encouraging precision and accuracy when beginning and ending movements.</i>				
	Develop overall body-strength, balance, co-ordination and agility		Demonstrate overall body-strength, balance, co-ordination and agility <i>in a range of sporting activities / physical education sessions</i>				
	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.		Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball				
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently <i>(Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)</i>		Use a range of tools competently, safely and confidently				Use a range of small tools, including scissors, paintbrushes and cutlery.
	<i>Begin to explore a range of large and small apparatus indoors and outside.</i>		Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group				Negotiate space and obstacles safely, with consideration for themselves and others.
	<i>Further develop the skills they need to manage the school day successfully: • lining up and queuing / mealtimes</i>		Can independently demonstrate patience, turn-taking and self-control when lining up waiting and can explain some of the rules of lining up and queuing				



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	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Demonstrate a correct handwriting style <i>which includes tripod pencil grip, correct letter formation, including directionality</i></p>	<p><i>Demonstrate a correct handwriting style in which correct letter formation is automatic, efficient and fluent</i></p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p>
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LITERACY	Read individual letters by saying the sounds for them		Spell words by identifying the sounds and then writing the sound with letter/s		➔		Say a sound for each letter in the alphabet and at least 10 digraphs.
	Read some letter groups that each represent one sound and say sounds for them		Read a few common exception words matched to the school's phonic programme (<i>ReadWriteInc</i>) <i>Read familiar letter groups and some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</i>		➔		Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences		Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words		➔		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Begin to explore read books with some short words or simple phrases.		Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment		➔		Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	<i>Use a range of resources to practise forming lower-case and capital letters correctly e.g. finger mark-making, sand, paint etc using a memorable phrase for the starting point and direction</i>		Form lower-case and capital letters correctly		Form lower-case and capital letters correctly, using appropriate size and position on the line		Write recognisable letters, most of which are correctly formed.
	<i>Form words or complete sentences orally using a range of resources e.g. sound cards, magnetic letters etc</i>		Write short sentences with words with known sound-letter correspondences using a capital letter and full stop		Re-read what they have written to check that it makes sense		Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
SCHOOL PHONICS SCHEME	ReadWriteInc: SET 1	ReadWriteInc: SET 1B	ReadWriteInc: SET 1C	ReadWriteInc: DITTY	ReadWriteInc: RED DITTY	ReadWriteInc: GREEN	



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MATHEMATICS	Count objects, actions and sounds		Demonstrate rapid recall of numbers, counting groups of numbers correctly showing 1:1 correspondence.		➔	
	Link the number symbol (numeral) with its cardinal number value		Understand the 'one more than/one less than' relationship between consecutive numbers		➔	
	Subitise using a range of objects into five frames and then ten frames to begin to familiarise with the tens structure of the number system		Subitise <i>confidently using a range of resources</i>		➔	
	<i>Count confidently to 10</i>		<i>Count confidently beyond ten</i>		➔	
	<i>Recognise, Write and Compare numbers 0 - 5</i>		<i>Recognise, Write and Compare numbers 6 - 10</i>		<i>Can begin to recognise, write and compare numbers beyond 10</i>	
	Explore the composition of numbers to 5		Explore the composition of numbers to 10		<i>Can confidently use a range of resources to demonstrate composition of numbers, focusing on partitioning and recombining sets</i>	
	Automatically recall number bonds for numbers 0–5 and some to 10		<i>Automatically recall number bonds for numbers 6 – 10 and some to 20</i>		<i>Demonstrate secure knowledge of number bonds for numbers 0 – 10, explaining partitioning and combining numbers in different contexts, and seeing subitising patterns</i>	
	<i>Explore a range of 2D & 3D shapes and can independently name some simple shapes and their features e.g. sides, corners</i>		Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.		Select, rotate and manipulate shapes to develop spatial reasoning skills	
	<i>Explore simple patterns in number and shapes using a range of practical resources.</i>		Continue, copy and create repeating patterns <i>using shapes and numbers including odds / evens</i>		➔	
	<i>Explore a range of practical resources for length, weight and capacity</i>		Compare length, weight and capacity <i>in a variety of contexts</i>		➔	
<p style="text-align: center;">Subitise (recognise quantities without counting) up to 5.</p> <p style="text-align: center;">Verbally count beyond 20, recognising the pattern of the counting system.</p> <p style="text-align: center;">Have a deep understanding of number to 10, including the composition of each number.</p> <p style="text-align: center;">Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`.</p> <p style="text-align: center;">Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p style="text-align: center;">Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						




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UNDERSTANDING THE WORLD	Talk about members of their immediate family and community		Talk about members of their immediate family and community		→	Talk about the lives of the people around them and their roles in society
	Name and describe people who are familiar to them		→		→	
	Comment on images of familiar situations in the past.		Compare and contrast characters from stories, including figures from the past		→	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
	<i>Explore a range of maps and talk about why they are used</i>		Draw information from a simple map		<i>Use a simple map to independently identify familiar places within our local area</i>	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
	Understand that some places are special to members of their community		<i>Can confidently name a variety of special places within our local area e.g. church, synagogue, mosque</i>		→	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
	Recognise that people have different beliefs and celebrate special times in different ways		<i>Can engage with religious and cultural communities and their practices e.g. Holi, Chinese New Year</i>		→	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
	Recognise some similarities and differences between life in this country and life in other countries		<i>Compare a range of countries from around the world and confidently talk about similarities / differences</i>		→	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
	Explore the natural world around them, describing what they see, hear and feel whilst outside		Understand the effect of changing seasons on the natural world around them		<i>Confidently explain how we can care for the natural world around us, giving various examples</i>	



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	Recognise some environments that are different from the one in which they live	Identify contrasting environments within both children's local and national region and talk about differences.		<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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EXPRESSIVE ARTS AND DESIGN	Explore, use and refine a variety of artistic effects to express their ideas and feelings					Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
	Return to and build on their previous learning, refining ideas and developing their ability to represent them					
	Create collaboratively, sharing ideas, resources and skills					
	Listen attentively, move to and talk about music, expressing their feelings and responses		<i>Listen to different kinds of music from across the globe, including traditional and folk music from Britain and talk about changes and patterns as a piece of music develops</i>			Sing a range of well-known nursery rhymes and song Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	Watch and talk about dance and performance art, expressing their feelings and responses					
	Sing in a group or on their own, increasingly matching the pitch and following the melody					
	Explore and engage in music making and dance, performing solo or in groups		<i>Can replicate choreographed dances and begin to choreograph their own dance moves.</i> <i>Can respond to changes in music through movement, pace etc</i> <i>Can tap rhythms to accompany words, keep a steady beat or make their own music with instruments and sound makers</i>			
	Develop storylines in their pretend play		<i>Can use a wide range of props for play, demonstrating imagination</i> <i>Can negotiate with peers, be patient and solve conflicts regarding roles in pretend play.</i>			
					Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher.	