



**Gilnow Primary School  
Curriculum Progression EYFS**

**INTENT**

That ALL our children in EYFS experience a broad and balanced curriculum with book sharing at the core of all our learning.  
 That speech and language development is our priority.  
 That our children are happy, safe and developing well in all areas.

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Aut 1 (8 weeks)</b>	<b>Aut 2 (7 weeks)</b>	<b>Spr 1 (6 weeks)</b>	<b>Spr 2 (5 weeks)</b>	<b>Summer 1 (6 weeks)</b>	<b>Sum 2 (7 weeks)</b>
<b>Topic</b>	<b>All About Me</b> <ul style="list-style-type: none"> <li>Homes</li> <li>Families</li> <li>Feelings &amp; emotions</li> <li>Friendship</li> </ul>	<b>Once Upon a Time...</b> <ul style="list-style-type: none"> <li>Traditional tales</li> </ul>	<b>Happy, Healthy Me</b> <ul style="list-style-type: none"> <li>My amazing body!</li> <li>Keeping clean &amp; looking after ourselves</li> <li>Growth- plant &amp; animal needs</li> </ul>	<b>People Who Help Us</b> <ul style="list-style-type: none"> <li>Emergency Services</li> <li>Jobs in our community</li> <li>Superheroes</li> </ul>	<b>Explorers</b> <ul style="list-style-type: none"> <li>Where I live</li> <li>The Seaside &amp; Coast</li> <li>Jungle</li> <li>Safari</li> <li>Arctic &amp; Antarctic</li> </ul>	<b>The World Around Us</b> <ul style="list-style-type: none"> <li>Mini beasts &amp; habitats</li> <li>Life Cycles</li> </ul>
	Mini theme: <ul style="list-style-type: none"> <li>Autumn</li> <li>Harvest</li> </ul>	Mini Theme: <ul style="list-style-type: none"> <li>Winter &amp; Christmas</li> </ul>	Mini Theme: <ul style="list-style-type: none"> <li>New Year and Chinese New Year</li> </ul>	Mini Theme: <ul style="list-style-type: none"> <li>The Farm, Spring &amp; New Life</li> </ul>		<ul style="list-style-type: none"> <li>Summer</li> </ul>
<b>Role Play Area set up for the half term</b>	Baby clinic  Home corner	Story cottage to fit the story of the week Christmas workshop	Café  Doctors	Emergency services station & Superhero HQ	Explorers corner & base	Minibeast Hunting Den
<b>Communication &amp; Language (English)</b> Literacy Ladder  <b>Each week we have a book of the week around which much of our learning and play resources are linked – including key vocabulary taught each week.</b>	<b>So Much** Full, Full, Full of Love**</b> The Colour Monster The Colour Monster goes to school My Dad/Mum/Brother I'm Sorry All Kinds of People Giraffe's can't dance After the Storm The Gruffalo Owl Babies	Goldilocks & the 3 Bears The Three Billy Goat's Gruff Little Red Riding Hood Jack and the Beanstalk The Gingerbread Man The Little Red Hen	<b>Not Now Noor!**</b> Oliver's Vegetables Oliver's Fruit Salad Titch Handa's surprise Funny Bones The Selfish Crocodile Germs are not for sharing Senses – sparklers (seeing, hearing, feeling)	Emergency! Charlie the Firefighter Super Kid! Farmer Duck Dora's Eggs	The Train Ride, Dear Zoo, Lost & Found Whatever Next We're Going on a lion hunt	<b>Walter's Wonderful Web**</b> <b>Hooray for Hoppy**</b> We Plant a Seed The Very Busy Spider I am a Duck I am a Frog The Hungry caterpillar The busy Spider Superworm Mad about Minibeasts
<b>Vocabulary</b>	Classroom, toilets, pencil(s), paper, chair, carpet, dinner time, choosing time, P.E, assembly, hall, snack time  Areas- Painting, play dough, role play, creative, writing, maths, reading, building, computer, small world, sand, water, climbing frame	cow, giant, beanstalk, axe, hen, egg, harp, golden, poor	body, bones, skeleton, head, arms, legs, ribs, hands, feet, fingers, toes, night, dark, moon, stars, light, day, sun	Grandma, Grandad, Mum, Dad, Aunt, Uncle, Ill, Doctor, Nurse, Dentist, Hospital	Town, Roads, Shops, Houses, Car park, Traffic	Caterpillar, butterfly, eggs, leaves,
		Bears, chair, bed, porridge, golden, soft, hard, tall, short, hot, cold, sweet, salty	Growing, jealous, brother, sister, baby, toddler, child, teenager, adult, grown up	Emergency, Rescue, help, safe, 999, Firefigther, police officer, ladder, ambulance, car, van, fire engine	Seaside, Sea, Sand, Picnic, Bucket, Spade, Train, Sandcastle	Ladybird, spider, worm, cobweb,
	happy(/iness), excited sad(ness), upset, angry, cross, lonely, calm, scared, afraid feelings, emotions red, orange, blue, green, yellow, black, brown, pink, purple eyes, eyebrows, mouth	Goat, bridge, troll, grass, river, trick, clever.	Monkey, ostrich, giraffe, antelope, parrot, zebra, goat, banana, guava, orange, mango, pineapple, avocado, passion fruit, Africa, safari, Savannah	Grandma, Grandad, Mum, Dad, Aunt, Uncle Shopkeeper, Road Crossing Patrol, Delivery Person, lifeguard, help, cook, fix, build, love, work, play	Elephant, Giraffe, Lion, Camel, Snake, Monkey, Frog, Puppy	Seed, pip, soil, water, grow
	Mum, Dad, Grandma, Grandad, Aunt, Uncle, Cousin, Family, Home, House  Living room, Kitchen, Bathroom, Bedroom, Garden	boy, girl, lady, man, cat, dog, cow, horse, fox, run, fast, slow, river, clever	carrots, peas, rhubarb, potatoes, chips, beetroot, spinach, cabbage, onion, soup, salad, pie, broccoli, sweetcorn, leeks, healthy.	horse, cow, sheep, chicken, dog, goat, duck, donkey pig  Chick, lamb	Lion, Leopard, Rhino, Elephant, Buffalo	Egg, duck, frog, pond,



	Friends, help, sorry, kind(ness), share (/ing), Different, same, colourful, patterns, kindness, Red, orange, blue, green, yellow, black, brown, pink, purple Christianity, Christian, Islam, Muslim, Church, Mosque	Cat, dog, pig, cow, lady, man, boy, girl, run, fast, slow, river, fox, clever	Fruit and vegetables names Dirty, ill, sick, wash, brush, water, soap, clean, healthy Teeth, food, morning, night, toothpaste, toothbrush, healthy		Penguin, Polar bear, Whale, seal, cold, icy	Ladybird, spider, worm, snail, slug, bees, wasps, flies, ants
		Basket, red, grandma, woodcutter, disguise, kind, mean, wood, forest	Seeing – Level 1 – eyes, see, colour names, light, dark Touching – Level 1 – fingertips, soft, hard, hot, cold Smelling – Level 1 – nose, sniff, smell, nice, nasty Hearing - Level 1 – ear, listen, hear, sound, loud Tasting – Level 1 – mouth, tongue, hot, cold, like, don't like		Earth, Sun, Moon, Stars	
	Leaves, trees, hibernate, hedgehog(s), squirrel(s), owl(s), mouse(ice), fox(es). Green, brown, orange, gold. Crunchy and crispy.	Help, selfish, kind, mill, wheat, bread, bake, measure, crush, share, hen, cat, dog, pig				
<b>Author Focus</b>	Shirley Hughes	Mick Inkpen	Trish Cooke	Martin Waddell	Smriti Halls	Julia Donaldson
<b>Phonics And Writing</b>	In EYFS we have continuous provision areas for Reading, phonic play and writing/ mark making. These are resources and enhanced weekly to link to our 'book of the Week' with additional 'challenges' set for the reception children to try. We also teach phonics using 'Little Wandle Letters and Sounds' – using the weekly planning. Writing in reception is linked to the phonics scheme.					
<b>Nursery Phonics</b>	Nursery Rhymes Finding their picture Sounds – s,a,t	Sounds – s, a, t, p, i, n, Blending – Blend from a box	Sounds –m, d, g, o, c, k, e  Blending – Can you touch your..? What's that noise? Can you do the actions? Blend from the box	Sounds –u, r, h, b, f, l, j  Blending – Can you touch your..? What's that noise? Can you do the actions? Blend from the box	Sounds –v, w, y, z, qu, ch  Blending – Can you touch your..? What's that noise? Can you do the actions? Blend from the box	Sounds – ch, x, sh, th, ng, nk  Blending – Can you touch your..? What's that noise? Can you do the actions? Blend from the box
<b>Number - Nursery</b>	Whiterose Block 1 Match, sort and compare  Whiterose Block 2 Talk about measure	Whiterose Block 2 Talk about measure and patterns.  Whiterose Block 3 It's me 1, 2,3	Whiterose Block 4 Circles and triangles  Whiterose Block 5 1,2,3,4,5	Whiterose Block 7 Alive in 5!  Whiterose Block parts of 9/11 Growing 6, 7, 8 Building 9 and 10	Counting to 10  Whiterose Block 10 Length, height and time	Counting to 10 Subitising



Shape, Space and Measures	<p>Naming colours &amp; 2D shapes.</p> <p>Play with resources - sorting, categorising and organising into patterns</p> <p>Complete inset (Nurs)</p> <p>Use 3D shapes to create constructions ie: a house</p> <p>Copy patterns with natural materials</p>	<p>Comparing size (length. height) Short/ tall, short/ long Shortest/ taller/ tallest</p> <p>Measuring using non-standard units</p> <p>Understand and use positional language</p> <p>Comparing measurements of weight</p>	<p>Measuring length and height- using non-standard and standard measure to compare</p> <p>Ordering objects by height and length, using comparative language</p> <p>Money – recognition of coins and linked addition</p> <p>Pictograms- voting, counting &amp; comparing</p> <p>2D and 3D shapes- shape properties linked to real life objects</p>	<p>2D and 3D shape- exploring shape properties &amp; design</p> <p>Exploring Capacity</p> <p>Describe a route (incl using programmable toys)</p>	<p>Weight comparison</p> <p>Days of the week</p> <p>Understand and use positional language</p> <p>Describe a route (incl using programmable toys)</p>	<p>2D and 3D shapes- names &amp; properties</p> <p>Days of the week</p> <p>Understand and use positional language</p> <p>Describe a sequence of events: first, then, next (i.e plant grow/ animal life cycle)</p> <p>Use ordinal number: First, second, third (Sports day races)</p> <p>Create repeating patterns</p>
	<p><b>Understanding the World</b></p> <p><b>Science</b></p> <p><b>Geography</b></p> <p><b>History</b></p> <p><b>RE &amp; PSHCE</b></p> <p><b>‘Make connections between the features of their family and other families’ (0-3)</b></p> <p><b>‘Notice differences between people’ (0-3)</b></p> <p><b>‘Begin to make sense of their own life-story and family’s history’ (3-4)</b></p> <p>Homes in the past &amp; homes now</p> <p>Toys in the past and now as well as comparison between baby/toddler and child’s toys</p> <p>Friends &amp; family Differences &amp; similarities</p> <p>Family Portraits- different families, different homes</p> <p>Different types of homes (the UK and abroad)</p> <p>Inside a house- different rooms</p> <p>How do we travel to school?</p>	<p><b>Use all their senses in hands-on exploration of natural materials’ (3-4)</b></p> <p><b>‘Explore collections of materials with similar and/or different properties’ (3-4)</b></p> <p><b>‘Talk about what they see using a wide vocabulary’ (3-4)</b></p> <p><b>Continue to develop positive attitudes about the differences between people’ (3-4)</b></p> <p><b>‘Recognise that people have different beliefs and celebrate special times in different ways’ (Rec)</b></p> <p>Old &amp; New Teddy bears comparison &amp; sort</p> <p>Looking at different versions of stories over the past weeks- old &amp; new</p> <p>Forest &amp; woodland animals</p> <p>Building bridges using different materials inside &amp; outside. What makes a strong structure?</p>	<p><b>Use all their senses in hands-on exploration of natural materials’ (3-4)</b></p> <p><b>‘Explore collections of materials with similar and/or different properties’ (3-4)</b></p> <p><b>‘Talk about what they see using a wide vocabulary’ (3-4)</b></p> <p><b>‘Continue to develop positive attitudes about the differences between people’ (3-4)</b></p> <p>Now &amp; then- When I was a baby...</p> <p>Cooking in the past &amp; present – comparing kitchens</p> <p>Changing - Babies &gt; Children &gt; Adults</p> <p>Africa- How is it different to our home?</p> <p>African landscape- using our senses</p> <p>Exploring fruits- where are the seeds? Preparing fruit skewers</p> <p>Where does our food come from? Looking at how our food gets from field to shop.</p> <p>Chinese New Year- how do we celebrate in different cultures?</p> <p>Changing &amp; developing- Babies &gt; Children &gt; Adults</p>	<p><b>‘Explore how things work’ (3-4)</b></p> <p><b>‘Explore and talk about different forces they can feel’ (3-4)</b></p> <p><b>‘Show interest in different occupations’ (3-4)</b></p> <p>Past &amp; present comparison of the emergency services &amp; tools/equipment</p> <p>Transport- now &amp; then</p> <p>Farming then &amp; now with links to equipment &amp; vehicles</p> <p>The Emergency Services – 999</p> <p>Exploring transport in different countries</p> <p>Jobs in and Around school &amp; in the wider community</p> <p>Trades people- What’s the Job?</p> <p>Clothing, tools, roles</p> <p>Personal Superheroes- important people in our lives</p> <p>Different materials &amp; recycling – How can we look after our environment &amp; our planet? Who helps us to do this?</p>	<p><b>‘Know that there are different countries in the world and talk about the differences they have experienced or seen in photos’ (3-4)</b></p> <p>Our Earth (exploring the globe &amp; Google Earth)</p> <p>Victorian seaside trips</p> <p>Seaside habitats and animals that live there</p> <p>Floating &amp; Sinking</p> <p>Life in different locations- how do people in hotter climates live?</p> <p>Comparing life in the UK to life in Brazil</p> <p>Rainforest layers</p> <p>Warm climates- exploring maps</p> <p>Warm habitats- warm and wet or warm and dry</p> <p>Can you live in the polar regions? How is life different?</p> <p>Comparing life in the UK to life in Arctic.</p> <p>Changes in matter- ice</p>	<p><b>‘Plant seeds and care for growing plants’ (3-4)</b></p> <p><b>‘Understand the key features of the life cycle of a plant and an animal’ (3-4)</b></p> <p><b>‘Begin to understand the need to respect and care for the natural environment and all living things’ (3-4)</b></p> <p><b>Continue to develop positive attitudes about the differences between people’ (3-4)</b></p> <p>Discovering how Eid is celebrated in different places in the world.</p> <p>Life cycles &amp; time connectives</p> <p>Exploring life cycles (butterflies, ducklings, frogs)</p> <p>Learning about new minibeasts &amp; conducting our own minibeast hunts</p> <p>Seasons- now it is Summer, what does this mean?</p> <p>Understand the needs of living things</p> <p>Learning to plant and care for a seed to help it grow</p> <p>Comparing and contrasting different</p>



			Light & Dark including exploration of shadows		What is the quickest way to melt ice?  Space exploration- day & night sky  The first trip into Space	minibeasts & their habitats.  Creating minibeast homes  Learning to identify different pond animals
<b>Understanding the World</b>	<p><b>Mini theme: Autumn-trees &amp; woodland</b></p> <p><b>'Explore natural materials, indoors and outside' (0-3)</b> <b>'Respond to different natural phenomena in their setting and on trips' (0-3)</b> <b>'Use all their senses in hands-on exploration of natural materials' (3-4)</b> <b>'Explore collections of materials with similar and/or different properties' (3-4)</b> <b>'Talk about what they see using a wide vocabulary' (3-4)</b></p> <p>Where does our food come from? Exploring foods we can grow &amp; harvest.</p> <p>Food around the world</p> <p>What do we see on the way to school? What can we see in our playground?</p> <p>Contrasting environments (linked to looking at homes in other locations)</p> <p>Moving from Summer to Autumn, spotting changes in our local environment</p> <p>Forest/woodland habitat, similarities &amp; differences to our playground</p>	<p><b>Mini theme: Diwali &amp; Christmas</b></p> <p>Christmas- What important celebrations can you remember?</p> <p>Diwali- how is it similar or different to other celebrations we know?</p>	<p><b>Mini theme: New Year Celebrations</b></p> <p>How new year is celebrated in different ways around the world</p>	<p><b>Mini theme: Spring &amp; New Life</b></p> <p><b>'Talk about the differences between materials and changes they notice' (3-4)</b> <b>'Explore the natural world around them'</b></p> <p>Seasonal changes- how is our playground changing?</p> <p>Sorting clothes for appropriate weather conditions</p> <p>Spring- New Life</p>		
<p><b>Expressive Art and Design</b></p> <p><i>NB – We have a separate progression map for rhymes and songs over the EYFS phase (Literacy/ Music)</i></p>	<p>Drawing and painting self portraits</p> <p>Using nature in art</p> <p>Songs and rhymes about ourselves</p> <p>Rainbow fish collages</p> <p>Elmer, colour mixing</p> <p>Acting out everyday situations &amp; experiences- home corner</p>	<p>Experimenting building with different materials</p> <p>Diwali artwork- Rangoli &amp; divas</p> <p>Textiles- collaging with materials</p> <p>Acting out traditional stories</p> <p>Building bridges</p> <p>Baking</p> <p>Christmas crafts- decorations &amp; cards</p> <p>Christmas performance &amp; songs</p>	<p>Printing with different media</p> <p>Creating fruit skewers</p> <p>Acting out roles in the café: chef, waiter, customer</p> <p>Exploring light &amp; dark through artwork</p> <p>Collage- skeletons</p> <p>Holi, colour mixing</p> <p>Exploring pulse through music</p>	<p>Using recycled materials to create models</p> <p>Acting out scenarios linked to Emergency services</p> <p>Wheel printing</p> <p>Exploring pulse through music</p> <p>Mother's Day crafts &amp; presents</p> <p>Superhero masks &amp; emblems</p>	<p>Experimenting building with different materials</p> <p>Using recycled materials to create models</p> <p>Music from other cultures</p> <p>Building boats &amp; constructing airplanes</p> <p>Outdoor building- transport</p> <p>Mini habitats</p> <p>Acting out travel &amp; exploration</p>	<p>Sculpture- bugs &amp; minibeast</p> <p>Butterfly symmetry prints</p> <p>Collage flowers</p> <p>Swirls &amp; patterns in nature</p> <p>Drama and dance to Carnival of the Animals and Flight of the Bumblebee</p> <p>Recording and listening to natural sounds</p> <p>Building habitats</p> <p>Exploring beat through music</p>



					Exploring beat through music  Listen to extracts of music and describe how it makes you feel (Melody – BBC)	
<b>Physical Development</b>	Gross motor skills – bikes, scooters (balancing) Flipper flappers Fine motor – name cards, colouring, trace the pattern	Flipper flappers Handprints/fingerprint pictures Diwali – making Diwali patterns Sand tray – making marks Christmas tree – pom poms, tweezers	Gross motor skills – bikes, scooters (balancing) Flipper flappers Fine motor – colouring/tracing the pattern Foam tray – making marks	Gross motor skills – bikes, scooters (balancing) Flipper flappers Fine motor – colouring/tracing the pattern	Flipper flappers Ball skills - Catching/throwing Fine motor – colouring/tracing the pattern	Flipper flappers Ball skills - Catching/throwing Fine motor – colouring/tracing the pattern Playdough – making ladybirds
<b>P.S.E.D.</b>	Valuing differences	Keeping Safe	Respect and Responsibilities	Growing and Changing	Money Matters	Taking Care of the Environment
<b>R.E.</b>	<b>Understand that some places are special to members of their community' (Reception)</b> <b>'Recognise that people have different beliefs and celebrate special times in different ways' (Reception)</b>					
	Why is the word 'God' special to Christians?	Why is Christmas special for Christians?	Being special: where do we belong?	Why is Easter special for Christians?	Which places are special and why?	Which stories are special and why?
<b>Events</b>	Autumn walk  Harvest Festival	Diwali  Nativity performance  Carols Around the Tree	Chinese New Year  Pancake Day	Holi  Visit from 'local heroes'  Easter celebrations	Ramadan & Eid	Arts Week  Bug Party  Farm/ Zoo Visit

Development matters linked to early Science skills and knowledge

Development matters linked to early Geographical skills and knowledge.

Development matters linked to early History skills and knowledge.

Development matters linked to early Religious Education knowledge and PSHE