

Respect	Resourcefulness	Resilience	Justice	Trust	Generosity	Courage	Forgiveness	Friendship
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West Ashton CE Primary School Curriculum Map - EYFS Year A

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Possible themes/interests/lines of inquiry	Marvellous Me Autumn Harvest Autumn Walk	Celebrations Remembrance Diwali Christmas Nativity - production for parents	Around the World New Year Chinese New Year Valentines	New Life Easter Eggs and incubator Farm Visit.	The Royal Family The queens Platinum Jubilee. Garden party, royal show for parents.	Fairy tales Cinderella ball Mini beast visit from either Longleat or wriggly roadshow.
Texts	<p>Starting School - Janet and Allan Ahlberg (puggin books)</p> <p>Winston was Worried - Pamela Duncan Edwards and Benji Davies</p> <p>Rabbityness - Jo Empson</p> <p>Monsters Love Colours - Mike Austin</p> <p>The World Made a Rainbow - Michelle Robinson</p> <p>Leaf man - Lois Ehlert</p> <p>Percy the Park Keeper - Nick Butterworth</p>	<p>Where the poppies now grow - Carnegie and Kate Greenaway</p> <p>Binny's Diwali - Thrity Umrigar</p> <p>The best Diwali ever - Sonali Shah</p> <p>The Story of Baby Jesus - Mary Kelly</p> <p>Santa's special letter - Josephine Collins and Gail Yerrill</p> <p>Santa is coming to Wiltshire - Steve Smallman</p> <p>There's an Elf in your Book - Tam Fletcher</p>	<p>Dragons in the city - Ebook (Twinkl)</p> <p>A ticket Around the World - Natalia Diaz and Melissa Owens</p> <p>Here We Are (Notes for living on Planet Earth) - Oliver Jeppers</p> <p>What We'll Build - Oliver Jeppers</p> <p>Handa's surprise - Eileen Browne</p> <p>Poles Apart by Jeanne Willis</p> <p>Cactus Hotel by Brenda Guiberson</p> <p>Monkey Puzzle by Julia Donaldson</p> <p>Secrets of the Rainforest by Carron Brown</p> <p>Hello World, Ocena Life by Jill McDonald</p> <p>Commotion in the Ocean by Giles Andreae</p>	<p>The Very Hungry Caterpillar - Eric Carle</p> <p>Caterpillars and Butterflies - Stephanie Turnbull</p> <p>The Teeny Weeny Tadpole - Sheridan Cain</p> <p>Tadpoles Promise - Jeanne Willis</p> <p>Life Cycle of a Duck - Kirsty Holmes</p> <p>Peely Wally - Kali Stileman</p> <p>The Ugly Five - Julia Donaldson</p> <p>The Ugly Duckling - Fiona Patchett</p> <p>Olivers Vegetables - Vivian French</p> <p>The Tiny Seed - Eric Carle</p> <p>How do Flowers Grow? - Katie Daynes</p>	<p>Coming to England - Baroness Floella Benjamin</p> <p>The Queens Hat - Steve Antony</p> <p>Shhh, Don't Wake the Royal Baby - Martha Mumpord</p> <p>The Queens Knickers - Nicolas Allan</p> <p>Katie in London - James Mayhew</p> <p>The Birthday Crown - Davide Cali</p>	<p>Jack and the Beanstalk</p> <p>Cinderella</p> <p>Snow White and the Seven Dwarfs</p> <p>The Elves and the Shoe Maker</p> <p>Little Red Riding Hood</p>

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EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Curriculum concepts	Identity Friendship Compassion responsibility	Tradition Spirituality Creativity belief	Belonging Consequences Stewardship community	Beauty Care Wellbeing trust	Dreams Service Fear Power	Values Passion Happiness Equality
Personal, Social, Emotional Development	FS1 Select and use resources with help when needed Develop a sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe context of the setting Show more confidence in new social situations.		FS1 Play with one or more other children, extending and elaborating play ideas Help to find solutions to conflicts and rivalries Increasingly follow rules, understanding why they are important Do not always need an adult to remind them of a rule		FS1 Develop appropriate ways of being assertive Talk with others to solve conflicts Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Begin to understand how others might be feeling	
	FS2 See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others.		FS2 Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally		FS2 Think about the perspective of others Manage their own needs	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the nursery and reception year.					
Communication and Language	FS1 Enjoy listening to longer stories and can remember much of what happens Can find it difficult to play attention to more than one thing at a time. FS2	FS1 Use a wider range of vocabulary. Understand a question or instruction that has two parts. FS2	FS1 Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. FS2	FS1 Develop their communication, (may have problems with irregular tenses and plurals i.e. 'runned' for 'ran', 'swimmed' for 'swam').	FS1 Use longer sentences of four to six words. Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.	FS1 Can start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and their play: "let's go on a bus... you sit there... I will be the driver"

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	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check that they understand what has been said to them. Develop social phases	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Focus on saying: some sounds: r, j, th, and sh and multisyllabic words such as pterodactyl and hippopotamus FS2 Describe events in some detail. Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.	FS2 Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	FS2 Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
All Year, All children – Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary throughout the day. Learn rhymes, poems and songs. Use new vocabulary in different contexts.						
Physical Development	FS1 Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Start to eat independently and learn how to use a knife and fork.	FS1 Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up	FS1 Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting.	FS1 Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. FS2	FS1 Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand FS2	FS1 Be increasingly independent as they get dressed and undressed. Be increasingly independent in meeting their own care needs ie. Using the toilet, washing hands. Make healthy choices about food, drink,

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	<p>FS2</p> <p>Further develop the skills they need to manage the school day successfully; lining up and queuing, mealtimes, personal hygiene etc.</p>	<p>for themselves or in teams.</p> <p>FS2</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing...</p>	<p>FS2</p> <p>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.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>activity and tooth brushing.</p> <p>FS2</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
	<p>Develop the overall 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.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>					
Literacy	<p>FS1</p> <p>Understand the five key concepts about print:</p> <p>Print has meaning.</p> <p>Print can have different purposes,</p> <p>We read English text from left to right and from top to bottom</p> <p>The names of the different parts of a book</p> <p>Page sequencing.</p> <p>FS2</p>	<p>FS1</p> <p>Develop their phonological awareness. So they can:</p> <p>Spot and suggest rhymes,</p> <p>Count or clap syllables in a word,</p> <p>Recognise words with the same initial sound, such as money and mother.</p> <p>FS2</p> <p>Blend sounds into words, so that they can read short</p>	<p>FS1</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>FS2</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic program.</p>	<p>FS1</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>FS2</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences</p>	<p>FS1</p> <p>Write some or all of their name.</p> <p>FS2</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>FS1</p> <p>Write some letters accurately.</p> <p>FS2</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

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	Read individual letters by saying the sound for them.	words made up of known letter-sound correspondences.		and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		
	Phonics Phase 1 Phonics Phase 1/2	Phonics Phase 1 Phonics Phase 2/3	Phonics Phase 1 Phonics Phase 3	Phonics Phase 1 Phonics Phase 3	Phonics Phase 1/2 Phonics Phase 3/4	Phonics Phase 1/2 Phonics Phase 3/4
Mathematics	<p>FS1 Fast recognition of up to 3 objects, without having to count them individually (subitising) Recite numbers to 5 Say one number name for each item in order 1,2,3,4,5</p> <p>FS2 Count objects, actions and sounds. Explore the composition of numbers 1,2, and 3. Subitise. Link the number symbol (numeral) with its cardinal value. Select, rotate and manipulate shapes in order to develop</p>	<p>FS1 Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principles). Show 'finger numbers' up to 5 Link numerals and amounts. Experiment with their own symbols and marks as well as numerals.</p> <p>FS2 Count objects, actions and sounds. Explore the composition of numbers 1,2,3,4 and 5. Subitise.</p>	<p>FS1 Solve real world mathematical problems with numbers up to 5. Compare quantities using language: more than, fewer than. Talk about and explore 2D and 3D shapes using formal and mathematical language: sides, corners, straight, flat, round.</p> <p>FS2 Count objects, actions and sounds. Explore the composition of numbers 0,1,2,3,4 and 5, 6 and 7. Subitise.</p>	<p>FS1 Discuss routes and locations, using words like 'in front of' and 'behind' Understand position through words alone for example: the bag is under the table (with no pointing). Describe a familiar route.</p> <p>FS2 Count objects, actions and sounds. Explore the composition of numbers 0,1,2,3,4 and 5, 6, 7, 8, 9 and 10. Subitise. Link the number symbol (numeral)</p>	<p>FS1 Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them for example, stripes on clothes, designs on rugs. Use formal language like 'pointy', 'spotty', 'blobs'....</p> <p>FS2 Count objects, actions and sounds. Explore the composition of numbers 0,1,2,3,4 and 5, 6, 7, 8, 9 and 10. Verbally count beyond 10. Subitise.</p>	<p>FS1 Extend and create ABAB patterns – stick, leaf, stick, leaf Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fiction, using words such as 'first', 'then'...</p> <p>FS2 Count objects, actions and sounds. Explore the composition of numbers 0,1,2,3,4 and 5, 6, 7, 8, 9 and 10. Verbally count beyond 20. Subitise. Link the number symbol (numeral)</p>

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	<p>spatial reasoning skills.</p> <p>Continue to copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Link the number symbol (numeral) with its cardinal value.</p> <p>Compare numbers (doubling, halving, sharing).</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue to copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Link the number symbol (numeral) with its cardinal value.</p> <p>Compare numbers (doubling, halving, sharing).</p> <p>Understand the one more/one less relationship between consecutive numbers.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue to copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>with its cardinal value.</p> <p>Compare numbers (doubling, halving, sharing).</p> <p>Understand the one more/one less relationship between consecutive numbers.</p> <p>Automatically recall number bonds for numbers to ten.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue to copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Link the number symbol (numeral) with its cardinal value.</p> <p>Compare numbers (doubling, halving, sharing).</p> <p>Understand the one more/one less relationship between consecutive numbers.</p> <p>Automatically recall number bonds for numbers to ten.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue to copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>with its cardinal value.</p> <p>Compare numbers (doubling, halving, sharing).</p> <p>Understand the one more/one less relationship between consecutive numbers.</p> <p>Automatically recall number bonds for numbers to ten.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue to copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>

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Understanding of the World	<p>FS1</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>FS2</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>FS1</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life stories and family's history.</p> <p>Show interest in different occupations.</p> <p>FS2</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p>	<p>FS1</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>FS2</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>FS1</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>FS2</p> <p>Explore the natural world around them.</p>	<p>FS1</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>FS2</p> <p>Draw information from a simple map.</p> <p>Comment on images of familiar situations from the past.</p>	<p>FS1</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>FS2</p> <p>Compare and contrast characters from stories, including figures from the past.</p>
	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>					
	<p>FS1</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls</p>	<p>FS1</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>FS1</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>FS1</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p>	<p>FS1</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match).</p> <p>FS2</p>	<p>FS1</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs. Or improvise a song around one they know.</p> <p>Play instruments with increasing control to</p>

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	<p>and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>FS2 Develop storylines in their pretend play.</p>	<p>Join different materials and explore different textures.</p> <p>FS2 Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>FS2 Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>FS2 Create collaboratively sharing ideas, resources and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>express their feelings and ideas.</p> <p>FS2 Watch and talk about dance and performance art, expressing their feelings and responses.</p>
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.</p>						
Charanga	Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
RE	<p>How am I special?</p> <p>How am I different from others?</p> <p>What makes a person special?</p> <p>Why are my parents special?</p> <p>Explore the difference in families. How is my family different from others.</p> <p>Explore Christianity, what is a Christian?</p>	<p>Read the Christmas story.</p> <p>Role play Christmas story.</p> <p>Explore we are Christians and celebrate the birth of Jesus at Christmas.</p> <p>Visit church, look at Christmas displays.</p>	<p>New year's celebrations.</p> <p>Chinese new year.</p> <p>Explore other celebrations – weddings, christenings.</p> <p>Celebrations around the world – Diwali, Holi etc.</p>	<p>Explore Easter is a Christian holiday.</p> <p>Explain the Easter story.</p> <p>What does the cross represent?</p> <p>Why do we eat chocolate eggs.</p> <p>Visit the church to explore the value of the cross.</p>	<p>What buildings are special to us – our home, school etc.</p> <p>Explore the different religious buildings churches/ mosques/ synagogues</p> <p>Explore churches are special to Christians why?.</p> <p>Why might we visit a church/ mosque/ synagogue.</p>	<p>What does the word God mean?</p> <p>Who is God?</p> <p>Why is God important to Christians?</p>

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	Are we all Christians? Explore other faiths we may follow.					