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| 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 |
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| Possible themes/interests/lines of inquiry | Marvellous Me Autumn Harvest Autumn Walk | Celebrations Remembrance Diwali Christmas Nativity – production for parents | Around the World fancy dress day. New Year Chinese New Year Valentines | New Life Easter Eggs and incubator Hawk's are Us – Owl man visitor with owls. 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. |
| 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. | FS1 Use a wider range of vocabulary. Understand a question or instruction that has two parts. | 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. | 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, | 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 |

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

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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>FS2</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 words made up of</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 and, where</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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West Ashton CE Primary School Curriculum Map – EYFS Year A

| EYFS | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------|---|---|---|--|---|---|
| | Read individual letters by saying the sound for them. | known letter-sound correspondences. | | 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. Link the number symbol (numeral)</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) with its cardinal value.</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>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>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 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p> <p>FS2 Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> | <p>FS1 Talk about what they see, using a wide vocabulary. Begin to make sense of their own life stories and family's history. Show interest in different occupations.</p> <p>FS2 Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p> | <p>FS1 Explore how things work. Plant seeds and care for growing plants.</p> <p>FS2 Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> | <p>FS1 Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>FS2 Explore the natural world around them.</p> | <p>FS1 Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p> <p>FS2 Draw information from a simple map. Comment on images of familiar situations from the past.</p> | <p>FS1 Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>FS2 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. Describe what they see, hear and feel whilst outside.</p> | | | | | | |
| Expressive Arts and Design | <p>FS1 Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world</p> | <p>FS1 Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which</p> | <p>FS1 Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face</p> | <p>FS1 Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing.</p> | <p>FS1 Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by</p> | <p>FS1 Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs. Or improvise</p> |

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| | <p>equipment like animal sets, dolls and dolls houses etc.</p> <p>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>materials to use to express them.</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>with a circle and including details.</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>Listen with increased attention to sounds.</p> <p>FS2 Create collaboratively sharing ideas, resources and skills.</p> | <p>another person (pitch match).</p> <p>FS2 Listen attentively, move to and talk about music, expressing their feelings and responses.</p> | <p>a song around one they know.</p> <p>Play instruments with increasing control to 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.</p> <p>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>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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| | <p>Explore Christianity, what is a Christian?</p> <p>Are we all Christians?</p> <p>Explore other faiths we may follow.</p> | | | | | |