EYFS Tarm I Tarm 2 Tarm 3 Tarm 4 Tarm 5 Tarm 6 Possible Themes/interests/lines Autumn Male Family Autumn Autumn Male Autumn M	Respect Resou	rcegulness Resilier	rce Justice	Trust Ge	nerosity Cour	age Forgivenes	s Friendship		
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		at a time.	F 100		'swam').	adult or griend,	play: "let's go on a		

<u>W</u> est	Ashton	CE	Primary	School	Curriculum	Map	-	EYFS	Year	Α	
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EVEC.	T 1	T 2	T 2	T /	т г	T /
EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	FCO	FC 2	EC 2	Focus on saying:	using words as well	bus you sit there
	FS2	FS2	FS2	some sounds: r, j,	as actions.	I will be the driver".
	Understand how to	Ask questions to	Articulate their ideas	th, and sh and	FS 2	FS 2
	listen carefully and why listening is	gind out more and to check that they	and thoughts in well-cormed	multisyllabic words such as pterodactyl	Listen to and talk	Retell a story once
	important.	understand what	sentences.	and hippopotamus	about stories to	they have developed
	Engage in story	has been said to	Connect one idea or	and a appropriation	build camiliarity and	a deep camiliarity
	times.	them.	action to another	FS2	understanding.	with the text; some
		Develop social	using a range of	Describe events in	Listen to and talk	as exact repetition
		phases	connectives.	some detail.	about selected non-	and some in their
		'	Engage in non-siction	Use talk to help	giction to develop a	own words.
			books.	work out problems	deep samiliarity with	Use new vocabulary
			Listen to and talk	and organise	new knowledge and	in diggerent contexts.
			about non-ciction to	thinking and	vocabulary.	
			develop a deep	activities, explain		
			familiarity with new	how things work		
			knowledge and	and why they might		
			vocabulary.	happen.		
			•			
All Yau	ar All children - Learn	new vocahulanı Liste	n carecullu ta rhumes d	and songs paying atto	l ention to how they sour	nd
, w 12.			ighout the day. Learn i			
		a	<i>a</i>	, p	- -	
		Use new	vocabulary in diggerent	contexts.		
Physical Development	FSI	FSI	FSI	FSI	FSI	FSI
	Continue to develop	Skip, hop, stand on	Are increasingly able	Choose the right	Use one-handed tools	Be increasingly
	their movement,	one leg and hold a	to use and remember	resources to carry	and equipment, for	independent as they
	balancing, riding	pose for a game like	sequences and	out their own plan.	example, making	get dressed and
	and ball skills.	musical statues.	patterns of	Collaborate with	snips in paper with	undressed.
	Go up steps and	Use large muscle	movements which	others to manage	scissors.	Be increasingly
	stairs, or climb up	movements to wave	are related to music	large items, such as		independent in
	apparatus, using	glags and streamers,	and rhythm.	moving a long plank		meeting their own
	alternate geet.	paint and make	Match their	sapely, carrying	control when holding	care needs ie. Using
	Start to eat	marks.	developing physical	large hollow blocks.	pens and pencils.	the toilet, washing
	independently and learn how to use a	Start taking part in	skills to tasks and activities in the		Show a preference for a dominant hand	hands. Make healthy choices
		some group activities which they make up		FS2	joi a aonaran rara	
	knije and jork.	which mey make up	setting.	FJZ		about good, drink,

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	FS2 Further develop the	for themselves or in teams.	FS2 Further develop and	Know and talk about the diggerent gactors that support	FS2 Combine diggerent movements with ease	activity and tooth brushing.
	skills they need to manage the school day successfully; lining up and queuing, mealtimes, personal hygiene etc.	FS 2 Revise and regine the gundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running,	regine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop considence, competence, precision and accuracy when	their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good	and fluency. Develop the foundations of a handwriting style which is fast, accurate and eggicient.	FS2 Concidently and sagely use a range of large and small apparatus indoors and outside, alone and in a group.
		hopping, skipping, .climbing	engaging in activities that involve a ball.	sleep routine, being a sage pedestrian.		
	Develop their d	sessions and other small motor skills so . pencils for draw	physical disciplines in that they can use a ra ving and writing, pain	cluding dance, gymnas nge of tools competently tbrushes, scissors, kniv	successfully with futur tics, sport, and swimm y, sagely, and confiden res, forks and spoons. ng at a table or on the	ing. tly. Suggested tools:
		Develo	p overall body-strength	, balance, co-ordination	r and agility.	
Literacy	FSI Understand the give key concepts about print:	FSI Develop their phonological awareness. So they	FSI Engage in extended conversations about stories, learning new	FSI Use some of their print and letter knowledge in their	FSI Write some or all of their name.	FSI Write some letters accurately.
	Print has meaning. Print can have diggerent purposes,	can: Spot and suggest rhymes,	vocabulary.	early writing. For example: writing a pretend shopping list	FS 2 Form lower-case and capital letters	FS2 Write short sentences with words with
	We read English text from left to right and from top to bottom	Count or clap syllables in a word, Recognise words with the same initial	Read some letter groups that each represent one sound and say sounds for	that starts at the top of the page; write 'm' for mummy.	correctly. Spell words by identifying the sounds and then	known letter-sound correspondences using a capital letter and full stop.
	The names of the different parts of a book Page sequencing.	sound, such as money and mother. FS2	them. Read a sew common exception words matched to the	FS2 Read simple phases and sentences made	writing the sound with letter/s.	Re-read what they have written to check that it makes sense.
	FS2	Blend sounds into words, so that they can read short words made up of	school's phonic program.	up of words with known letter-sound correspondences and, where		

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	FSI 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 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	FSI 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. FS2 Count objects, actions and sounds. Explore the composition of numbers 1,2,3,4 and 5. Subitise.	FSI Solve real world mathematical problems with numbers up to 5. Compare quantities using language: more than, gewer than. Talk about and explore 2D and 3D shapes using formal and mathematical language: sides, corners, straight, glat, round. FS2 Count objects, actions and sounds. Explore the composition of numbers 0,1,2,3,4	FSI Discuss routes and locations, using words like 'in gront of' and 'behind' Understand position through words alone for example: the bag is under the table (with no pointing). Describe a familiar route. 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)		FSI 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' 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.
	manipulate shapes in order to develop	Link the number symbol (numeral)	and 5, 6 and 7. Subitise.	with its cardinal value.	beyond 10. Subitise.	Link the number symbol (numeral)

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	spatial reasoning	with its cardinal	Link the number	Compare numbers	Link the number	with its cardinal
	skills.	value.	symbol (numeral)	(doubling, halving,	symbol (numeral)	value.
	Continue to copy	Compare numbers	with its cardinal	sharing).	with its cardinal	Compare numbers
	and create repeating	(doubling, halving,	value.	Understand the one	value.	(doubling, halving,
	patterns.	sharing).	Compare numbers	more/one less	Compare numbers	sharing).
	Compare length,	Select, rotate and	(doubling, halving,	relationship between	(doubling, halving,	Understand the one
	weight and capacity.	manipulate shapes	sharing).	consecutive numbers	sharing).	more/one less
		in order to develop	Understand the one	Automatically recall	Understand the one	relationship between
		spatial reasoning	more/one less	number bonds for	more/one less	consecutive numbers.
		skills.	relationship between	numbers to ten.	relationship between	Automatically recall
		Compose and	consecutive numbers.	Select, rotate and	consecutive numbers.	number bonds for
		decompose shapes	Select, rotate and	manipulate shapes	Automatically recall	numbers to ten.
		so that children	manipulate shapes in	in order to develop	number bonds for	Select, rotate and
		recognise a shape	order to develop	spatial reasoning	numbers to ten.	manipulate shapes in
		can have other	spatial reasoning	skills.	Select, rotate and	order to develop
		shapes within it,	skills.	Compose and	manipulate shapes in	spatial reasoning
		just as numbers	Compose and	decompose shapes	order to develop	skills.
		.can.	decompose shapes so	so that children	spatial reasoning	Compose and
		Continue to copy	that children	recognise a shape	skills.	decompose shapes so
		and create repeating	recognise a shape	can have other	Compose and	that children
		patterns.	can have other	shapes within it,	decompose shapes so	recognise a shape
		Compare length,	shapes within it,	just as numbers	that children	can have other
		weight and capacity.	just as numbers can.	.can.	recognise a shape	shapes within it, just
			Continue to copy and		can have other	as numbers can.
			create repeating	and create repeating	shapes within it,	Continue to copy and
			patterns.	patterns.	just as numbers	create repeating
			Compare length,	Compare length,	.can.	patterns.
			weight and capacity.	weight and	Continue to copy	Compare length,
				capacity.	and create repeating	weight and capacity.
					patterns.	
					Compare length,	
					weight and capacity.	

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Understanding of the World	FSI Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or diggerent properties. FS2 Talk about members of their immediate family and community. Name and describe people who are familiar to them.	FSI 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. FS 2 Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	FSI Explore how things work. Plant seeds and care for growing plants. FS 2 Recognise some similarities and diggerences between life in this country and life in other countries.	FSI Understand the key geatures 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. FS 2 Explore the natural world around them.	FSI Explore and talk about diggerent gorces	FSI Continue to develop positive attitudes about the diggerences between people. Know that there are diggerent countries in the world and talk about the diggerences they have experienced or seen in photos. FS2 Compare and contrast characters grom stories, including gigures grom the past.
	Unders		iging seasons on the new year and pee wheel		em	
Expressive Arts and Design	FSI Take part in simple pretend play, using an object to represent something else even through they are not similar. Begin to develop complex stories	FSI Explore diggerent materials greely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then	FSI Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as	FSI Show diggerent emotions in their drawings and paintings, like happiness, sadness, gear etc. Explore colour and colour mixing.	FSI Respond to what they have heard, expressing their thoughts and geelings. Remember and sing entire songs. Sing the pitch of a	FSI Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs.

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	equipment like	materials to use to	with a circle and	Listen with	another person (pitch	a song around one
	animal sets, dolls	express them.	including details.	increased attention	match).	they know.
	and dolls houses	Join diggerent	Use drawing to	to sounds.		Play instruments with
	etc.	materials and	represent ideas like		FS2	increasing control to
	Make imaginative	explore diggerent	movement or loud	FS2	Listen attentively,	express their reelings
	and complex 'small	textures.	noises.	Create	move to and talk	and ideas.
	worlds' with blocks			collaboratively	about music,	
	and construction	FS2	FS2	sharing ideas,	expressing their	FS2
	kits, such as a city	Sing in a group or	Return to and build	resources and skills.	jeelings and	Watch and talk about
	with diggerent	on their own,	on their previous		responses.	dance and
	buildings and a	increasingly	learning, regining			perjormance art,
	park.	matching the pitch	ideas and developing			expressing their
		and following the	their ability to			peelings and
	FS2	melody.	represent them.			responses.
	Develop storylines in					
	their pretend play.					
			of artistic effects to ex	·	•	
	Explore	and engage in music.	making and dance, per	corming solo or in groo	ups.	
Cl	Ma	M. Charina	E.v.am. am a	Our Ward d	Dia Daan Fund	Dealest Devind and
Charanga	Me	My Stories	Everyone	Our World	Big Bear Funk	Reglect, Rewind and
ם ב	H Ti12	Dand the Chilipton is	N	Evalena Erakan ia a	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Replay
RE	How am I special?	Read the Christmas	New year's	Explore Easter is a	What buildings are	What does the word
	Hann am I dissanant	story.	celebrations.	Christian holiday.	special to us - our	God mean?
	How am I diggerent	Dala plan Christmas	Chinaca naus yaar	Evolain the Easter	home, school etc.	Who is God?
	grom others?	Role play Christmas	Chinese new year.	Explain the Easter	Explore the discovert	WW IS God!
	What makes a new an	story.	Evolana athar	story.	Explore the diggerent	Why is God
	What makes a person	Explore us as	Explore other celebrations –	What does the cross	religious buildings churches/mosques/	Why is God
	special?	Explore we are Christians and	weddings,	represent?	· · · · · · · · · · · · · · · · · · ·	important to Christians?
	Why are my parents	celebrate the birth of	1	represent:	synagogues	Cid Samis:
	Why are my parents	Jesus at Christmas.	.christenings.	Why do us out	Explans churches are	
	special?	vesus in Christinis.	Celebrations around	Why do we eat chocolate eggs.	Explore churches are special to Christians	
	Explana the discoverse	Visit church, look at	the world - Diwali,	i www.iie eggs.	'	
	Explore the diggerence in camilies. How is		Holi etc.	Visit the church to	why?.	
	in gamilies. How is	Christmas displays.	TIDIL EIC.		Why might was right	
	my family different			explore the value of	Why might we visit	
	grom others.			the cross.	a church/ mosque/	
					synagogue.	

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

EYFS Term 1 Term 2 Term 3 Term 4 Term 5 Term 6

Explore Christianity, what is a Christian?

Are we all Christians?
Explore other saiths we may sollow.