<i>EYFS</i> F1/F2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	Starting school	If you go down to the woods	Polar Explorers	People who help us	Once upon a time	Art attack
English	 Phonics/Spelling Phase 1 Letters and Sounds Phase 2Letters and Sounds Tricky words Punctuation and Grammar Finger spaces. Capital letters and full stops. Writing Narrative Oliver Jeffers - How to catch a star Michael Rosen - We're going on a bear hunt Marcus Pfister - The rainbow fish 	Phonics/SpellingPhase 1 Letters and SoundsPhase 2 Letters and SoundsTricky wordsPunctuation and GrammarFinger spaces.Capital letters and full stops.WritingNon-FictionAutumnFireworks safetyNarrativeThe gruffaloGoldilocksGoing on a bear huntChristmas	Phonics/SpellingPhase 1 Letters and SoundsPhase 2 and 3 Letters andSoundsTricky wordsPunctuation and GrammarFinger spaces.Capital letters and full stops.Sentence StructureCapitals for proper nouns.WritingNarrativeChildren's own choice of booksNon-FictionAtlas of the worldBooks focusing on polar animalsThe Sir David Attenbourgh andBoaty Mcboatface.	Phonics/SpellingPhase 1 and 2 Letters andSoundsPhase 2 and 3 Letters andSoundsTricky wordsPunctuation and GrammarFinger spaces.Capital letters and full stops.Sentence StructureCapitals for proper nouns.WritingNarrativeRonda Armitage – Thelighthouse keepers lunch storiesNon-FictionBooks/posters about people whohelp us and the emergencyservicesBooks about Easter	Phonics/SpellingPhase 1 and 2 Letters andSoundsPhase 2, 3 and 4 Letters andSoundsTricky wordsPunctuation and GrammarFinger spaces.Capital letters and full stops.Connectives - andCapitals for proper nouns.Sentence StructureConnectives – and, when, if, but,because, or, so.WritingNarrativeFairy talesInstructionsChildren's cookery booksMenusSongs	Phonics/SpellingPhase 1 and 2 Letters andSoundsPhase 2, 3 and 4 Letters andSoundsTricky wordsPunctuation and GrammarFinger spaces.Capital letters and full stops.Connectives - andCapitals for proper nouns.Sentence StructureConnectives – and, when, if, but,because, or, so.WritingNarrativeNon-FictionWhole school
West Ashton Characteristics	Diligence in the presentation of work will encourage children to take interest in own learning	Diligence in the presentation of work will encourage children to take interest in own learning	Diligence in the presentation of work will encourage children to take interest in own learning	Diligence in the presentation of work will encourage children to take interest in own learning	Diligence in the presentation of work will encourage children to take interest in own learning	Diligence in the presentation of work will encourage children to take interest in own learning

Торіс	Starting school	If you go down to the woods	Polar Explorers	People who help us	Once upon a time	Art attack
Maths	Counting, number recognition Numbers and the number system Calculating	Counting, number recognition Numbers and the number system Calculating: addition and subtraction Shape, Space and measure: 2 D shapes. Using money.	Counting, number recognition Numbers and the number system: counting, number recognition. Calculating: addition and subtraction. Space shape and measure: size, weight and capacity,	Counting, number recognition Numbers and the number system Calculating Space, Shape and Measure: 3D shapes, Time.	Counting, number recognition Numbers and the number system Numbers and the number system: counting and number recognition. Calculating: addition and subtraction, doubling, halving and sharing.	Counting, number recognition Numbers and the number system Numbers and the number system: counting and number recognition. Calculating: addition and subtraction. Shape, Space and Measure: position and distance.
West Ashton Characteristics	Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.	Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.	Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.	Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.	Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.	Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.

	Starting School	If you go down to the	Polar Explorers	People who help us	Once upon a time
Personal, Social and Emotional Development	New beginnings: classroom routines and rules, support children in making friends. Come into the foundation unit happy, and ready to learn. Choose own activities to explore. Show some understanding of right and wrong.	 woods today How to be a good friend. Dealing with: getting along with one-another, falling out, anger (when someone has taken a toy away). Understands the role of the adult: will ask for help, support when required, will seek adults out as partners in their learning. Encourage collaborative play: group activities, games etc. Bonfire night safety. 	Taking turns, Sharing, Playing cooperatively. Explore different feelings which children may experience. The importance of good manners. Taking care of possessions and classroom materials. Understanding that own actions can impact others.	Taking turns, Sharing, Playing cooperatively Investigate who might help us: why might we need help, what might we need help for? Encourage conversations and listening skills. All about me: what am I good at, what skills do I have, what makes me special?	Taking turns, Sharing, Playing cooperatively Build positive relationships through games, group work, cooperation with peers. Encourage children to photograph/draw favourite places, people, activities and discuss their reasons why. Understanding boundarie and behavioural expectations.
Characteristics of Effective Learning	Playing and Exploring - engagement Finding out and exploring Playing with what they know Being willing to 'have a go'.		Active Learning - motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.		Creating and Think Having th Ma Choosing w

Art attack

Taking turns, Sharing, Playing cooperatively

Work as part of a group confidently, sharing and playing cooperatively.

Transition: move up to year 1,

Discuss how to help new intake of reception settle into school

Being a good role model.

ies Moving forward into new situations with confidence.

nking Critically – thinking their own ideas 1aking links g ways to do things

	Starting school	If you go down to the	Polar Explorers	People who help us	Once upon a time	Art attack
Physical Development	Manipulatives: messy play Construction Managing own personal hygiene. Dressing for PE independently. Pencil control. To use control when moving whole body, indoors and outdoors.	 Manipulatives: messy play Construction Loose parts play (large materials outdoor) Loose parts play (small materials) Pencil control Letter formation: air pencils, messy play, creative tools. Body coordination through music Parachute games, ball games, group games. 	Manipulatives: messy play, creative tools Construction Risk taking in the outdoor environment. Gross motor skills: bikes, balls, hula-hoops etc. Balancing Loose parts play (large materials outdoor) Loose parts play (small materials) Pencil control, letter formation.	Manipulatives: messy play, creative tools Construction Obstacle course, introduce vocabulary such as: over, under, around, slither, slide, gallop etc. Fine motor skills: pincer movements, pouring, scissor control etc. Loose parts play (large materials outdoor) Loose parts play (small materials) Pencil control, letter formation.	Manipulatives: messy play, creative tools Construction Loose parts play (small materials) Loose parts play (large materials outdoor) Gross motor movements, body control: racing and chasing games, bikes, etc. Pencil control, letter formation. Healthy eating	Manipulatives: messy play, creative tools, cooking Construction Controlled body movements: safety, balancing, climbing, crawling etc. Scissor control Pencil control, letter formation. Healthy eating Safety in the sun (sports day)
Characteristics of Effective Learning	Playing and Exploring - engagement Finding out and exploring Playing with what they know Being willing to 'have a go'.		Active Learning - motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.		Creating and Thinking Critically – thinking Having their own ideas Making links Choosing ways to do things	

	Starting school	lf you go down to the	Polar Explorers	People who help us.	Once upon a
Communication and Language	 Sitting quietly. Listening and responding to sounds, own name, rhymes, stories, conversations. Learn to speak with confidence during circle/carpet times 	 Sitting quietly. Listening and responding to sounds, own name, rhymes, stories, conversations. Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions Anticipating words, phrases, events. Answering simple questions (who, what, where). To pretend and imagine. 	 Sitting quietly. Listening and responding to sounds, own name, rhymes, stories, conversations. Learn to speak with confidence during circle/carpet times. Learn to listen and respond appropriately with relevant comments, questions or actions. Anticipating words, phrases, events. Answering simple questions (who, what, where). To pretend and imagine. Understanding humour. Use appropriate story language to re-enact/retell simple and familiar stories. Learn new vocabulary relating to topics. 	 Sitting quietly. Listening and responding to sounds, own name, rhymes, stories, conversations. Learn to speak with confidence during circle/carpet times. Learn to listen and respond appropriately with relevant comments, questions or actions. Anticipating words, phrases, events. Answering simple questions (who, what, where). To pretend and imagine. Understanding humour. Use appropriate story language to re-enact/retell simple and familiar stories. Learn new vocabulary relating to topics Following directions Using language to make friends, to share ideas and experiences, to give explanations, to ask questions, to ask questions, to ask questions, to ask 	 Sitting qu Listening to sounds rhymes, s conversa Learn to confidence circle/car Learn to respond with releve questions Anticipati phrases, Answerin questions where). To preter Understa Use apprilanguage tell simpli- stories Learn ne relating to Following Using lar friends, to and experience explanati questions

a time

quietly.

ing and responding nds, own name, s, stories, rsations.

to speak with ence during carpet times.

to listen and nd appropriately elevant comments, ons or actions.

oating words, es, events.

ering simple ons (who, what,).

etend and imagine.

standing humour.

ppropriate story age to re-enact/renple and familiar

new vocabulary g to topics

ving directions

language to make s, to share ideas

ences, to give nations, to ask ons.

oping vocabulary, sentences,

Art attack

- Sitting quietly.
- Listening and responding to sounds, own name, rhymes, stories, conversations.
- Learn to speak with confidence during circle/carpet times.
- Learn to listen and respond appropriately with relevant comments, questions or actions
- Anticipating words, phrases, events.
- Answering simple questions (who, what, where).
- To pretend and imagine.
- Understanding humour.
- Use appropriate story language to re-enact/retell simple and familiar stories.
- Learn new vocabulary relating to topics
- Following directions
- Using language to make friends, to share ideas and experiences, to give explanations, to ask questions.
- Developing vocabulary, use of sentences, tenses

Characteristics of Effective Learning	Finding out a Playing with w	ring - engagement and exploring /hat they know to 'have a go'.	Active Learning - motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.		Creating and T Havi Choosi	
Understanding the World	 Starting school Making new friends Meeting new staff Talks about own family Explore the outside area of the school grounds, what can they see? What do we think might change over the year? Explore the different uses of the ICT equipment found in school. 	If you go down to the woods today Talk about own experiences outside of school Explore seasonal festivals Welly walks The changing seasons, include lights and colour Use cameras/ iPad to record welly walks	 Polar Explorers Explore seasonal festivals Explore each child's and families uniqueness. Explore patterns and changes in the environment. Follow the adventures of the Sir David Attenborough and Boaty Mcboatface. Develop understanding of the wider world. 	 Develop an interest in different occupations and ways of life. Encourage and acknowledge similarities and differences between ourselves and others. Explore seasonal festivals Explore the change in animals, (Chrysalis, tadpoles) Use laptops to explore the changes in animals and to find people who might help us. 	 Develop an understandir the importar our local environment Develop an understandir the world. Develop an understandir the world. Using correct vocabulary (tvillage, church temple, syna etc) encourage children to fue explore feature environment around the w Show understandir recycling and reasons why recycle. Explore compligames linked maths learnin Teach 'hector safety buttor 	

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Having their own ideas Making links Choosing ways to do things

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rt Attack

- nderstanding of he importance of ur local nvironment. evelop an nderstanding of he world. Jsing correct ocabulary (town, illage, church, emple, synagogue tc) encourage hildren to further xplore features of nvironments round the world.
- how nderstanding of
- ecycling and the easons why we ecycle.
- xplore computer ames linked to naths learning. each 'hectors
- afety button'

- Show understanding of the differences between them and others, their local community and the world in which they live.
- Be able to communicate and share experiences and events that have happened both in school and with their family.
- Use
 - understanding of changes and local environments to grow flower beds and develop vocabulary linked to the ever changing world in which they live

Characteristics of Effective Learning	Playing and Exploring - engagement Finding out and exploring Playing with what they know Being willing to 'have a go'.	Active Learning - motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.	Creatin

Select the
technology
needed for
particular
tasks.

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ing and Thinking Critically – thinking

Having their own ideas Making links Choosing ways to do things

	Starting school	If you go down to the	Polar Explorers	People who help us	Once upon a
		woods today	 Children safely use and 		 Childrei
	 Children safely use and 	 Children safely use and 	explore a variety of	 Children safely use and 	explore
	explore a variety of	explore a variety of	materials, tools and	explore a variety of	materia
	materials, tools and	materials, tools and	techniques,	materials, tools and	techniq
	techniques,	techniques,	experimenting with	techniques,	experim
	experimenting with	experimenting with	colour, design, texture,	experimenting with	colour,
	colour, design, texture,	colour, design, texture,	form and function.	colour, design, texture,	
	form and function.	form and function.		form and function.	 Children
			 Children use what they 		have lea
		 Children use what they 	have learnt about	 Children use what they 	media a
		have learnt about	media and materials in	have learnt about	original
		media and materials in	original ways, thinking	media and materials in	about u
		original ways, thinking	about uses and	original ways, thinking	purpose
		about uses and	purposes. They	about uses and	represe
		purposes. They	represent their own	purposes. They	ideas, t
		represent their own	ideas, thoughts and	represent their own	feelings
		ideas, thoughts and	feelings through art.	ideas, thoughts and	
		feelings through art.		feelings through art.	
			 to use a range of 		to use of
			materials creatively to	 to use a range of 	painting
Expressive Arts and		 To use drawing, 	design and make	materials creatively to	share th
Design		painting and sculpture	products.	design and make	experie
Design		to develop and share		products.	imagina
		their ideas, experiences			
		and imagination.	 to develop a wide range 		 to deve
			of art and design	 to develop a wide range 	of art a
		 to develop a wide range 	techniques in using	of art and design	techniq
		of art and design	colour, pattern, texture,	techniques in using	colour,
		techniques in using	line, shape, form and	colour, pattern, texture,	and spa
		colour, pattern, texture,	space	line, shape, form and	_
		line, shape, form and		space	•
		space			• to use o
				 to use drawing and 	painting
				painting to develop and	share th
				share their ideas,	experie
				experiences and	imagina
				imagination	
					about t
					about t
					range o
					makers
					describi
					differer
					similari

a time

- ren safely use and ore a variety of rials, tools and hiques, rimenting with or, design, texture.
- ren use what they learnt about a and materials in hal ways, thinking t uses and oses. They esent their own , thoughts and hgs through art.
- e drawing and ing to develop and their ideas, riences and ination.
- velop a wide range and design niques in using nr, line, shape, form pace
- e drawing and ing to develop and their ideas, riences and ination
- t the work of a of artists, craft ers and designers, ribing the rences and arities between

Art attack

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.
- to use a range of materials creatively to design and make products
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

	Starting school	If you go down to the	Polar Explorers	People who Help us	Once upon a time	Art attack
RE	Starting school	If you go down to the woods today	Polar ExplorersHow do People Celebrate (Discovery)?New year,New year,Chinese New Year,Nowruz – Persian New Year,Holi- Hindu Festival of Colour,	People who Help usUnderstanding Christianity (Discovery), why do Christians put a cross in an Easter Garden?Why is a palm cross a special symbol?,How do we use crosses to celebrate Easter at home and at church?Easter Saturday,	Once upon a time Story time (Discovery), What can we learn from the stories? The Tortoise and the Hare, The boy who cried wolf, The crocodile and the priest (A Sikh story), Bilal and the beautiful butterfly,	Art attack Special Places (Discovery) Homes around the world. Changing rooms. The wider picture. The church. The Church. The Mosque. The Synagogue.
				Easter Sunday.	The gold giving serpent, Best friends.	

	Playing and Exploring - engagement	Active Learning - motivation	Creatin
Characteristics of	Finding out and exploring	Being involved and concentrating	
Effective Learning	Playing with what they know Being willing to 'have a go'.	Keeping trying Enjoying achieving what they set out to do.	
	Characteristics of Effective Learning	Characteristics of Finding out and exploring Playing with what they know	Characteristics of Finding out and exploring Being involved and concentrating Playing with what they know Keeping trying

ing and Thinking Critically – thinking Having their own ideas Making links Choosing ways to do things