

West Ashton CE Primary School Curriculum Map - EYFS

Agape		Hope		Wisdom		Friendship		Thankfulness		Koinonia			
EYFS		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Possible themes/interests/lines of inquiry		Marvellous Me-What do I do? Autumn Harvest Autumn Walk		Celebrations Remembrance Diwali Christmas Nativity – production for parents		Structures for all New Year Chinese New Year		Let's Grow-New Life Easter Eggs and incubator Caterpillars to butterfly's Farm Visit.		Fairy Tales		Around the World	
Texts		The colour Monster by Anna Llenas The colour monster goes to school by Anna Llenas Monsters Love Colours – Mike Austin What makes me a me by Ben Faulkes A squash and a Squeeze by Julia Donaldson Leaf man – Lois Ehlert We're going on a leaf hunt by Steve Metzger		Binny's Diwali – Thrity Umrigar The best Diwali ever – Sonali Shah The Story of Baby Jesus – Mary Kelly Santa's special letter – Josephine Collins and Gail Yerrill Santa is coming to Wiltshire - Steve Smallman There's an Elf in your Book – Tom Fletcher		Dragons in the city – Ebook (Twinkl) The Way Back Home - Oliver Jeffers The Great Race by Dawn Casey Woodland dreams by Karen Jameson Who's hiding on the river by Katharine mcewen		The Very Hungry Caterpillar – Eric Carle Caterpillars and Butterflies – Stephanie Turnbull The Teeny Weeny Tadpole – Sheridan Cain Tadpoles Promise – Jeanne Willis Life Cycle of a Duck – Kirsty Holmes Peely Wally – Kali Stileman The Ugly Five – Julia Donaldson The Ugly Duckling – Fiona Patchett Olivers Vegetables – Vivian French The Tiny Seed – Eric Carle		Jack and the Beanstalk by Susanna Davidson Jim and the beanstalk by Raymond Briggs The three little pigs by Usborne books The true story of the three little pigs by Jon Scieszka The pea and the princess by Mini Grey The Queens hat by Steve Antony The cook and the King by Julia Donaldson		Here We Are (Notes for living on Planet Earth) – Oliver Jeffers What We'll Build – Oliver Jeffers Handa's surprise – Eileen Browne Poles Apart by Jeanne Willis Cactus Hotel by Brenda Guiberson Monkey Puzzle by Julia Donaldson Secrets of the Rainforest by Carron Brown Hello World, Ocena Life by Jill Mcdonald Commotion in the Ocean by Giles Andreae	
		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					
Jigsaw		NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the children's time in nursery.											
		Being me in my world		Relationships		Celebrating Difference		Healthy Me		Dreams and Goals		Changing Me	
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'). Focus on saying: some sounds: r, j, th, and sh and multisyllabic words such as pterodactyl and hippopotamus		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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<p>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.</p> <p>Use new vocabulary in different contexts.</p>						
Physical Development	<p>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</p>	<p>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 for themselves or in teams</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>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, activity and tooth brushing</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. Develop their fine 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. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Develop overall body-strength, balance, co-ordination and agility.</p>					
Literacy	<p>FS1 Understand the five key concepts about print: Print has meaning. Print can have different purposes, We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing.</p>	<p>FS1 Develop their phonological awareness. So they can: Spot and suggest rhymes, Count or clap syllables in a word, Recognise words with the same initial sound, such as money and mother.</p>	<p>FS1 Engage in extended conversations about stories, learning new vocabulary.</p>	<p>FS1 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>FS1 Write some or all of their name.</p>	<p>FS1 Write some letters accurately.</p>
	Phonics Phase 1 Little Wandle Letters and Sounds Revised	Phonics Phase 1 Little Wandle Letters and Sounds Revised	Phonics Phase 1 Little Wandle Letters and Sounds Revised	Phonics Phase 1 Little Wandle Letters and Sounds Revised	Phonics Phase 1/2 Little Wandle Letters and Sounds Revised	Phonics Phase 1/2 Little Wandle Letters and Sounds Revised
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>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>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>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>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>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>
Understanding of the World	<p>FS1 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar</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.</p>	<p>FS1 Explore how things work. Plant seeds and care for growing plants.</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>FS1 Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p>	<p>FS1 Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk</p>

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	and/or different properties.	Show interest in different occupations.				about the differences they have experienced or seen in photos.
Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside.						
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 equipment like animal sets, dolls 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>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 materials to use to express them. Join different materials and explore different textures.</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 with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p>	<p>FS1 Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Listen with increased attention to sounds.</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 another person (pitch match).</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 a song around one they know. Play instruments with increasing control to express their feelings and ideas.</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.					
Music	Nursery rhymes	Kapow – Celebration music	Kapow – Exploring sound	Kapow – Music and movement	Kapow – Musical stories	Kapow – Big band
RE	Special People: What makes people special?	Special Times: Why do Christians perform nativity plays at Christmas?	Special Places: What makes places special?	Celebrations: Is it true Jesus came back to life?	Symbols: Why & how do special places and symbols help people show what they believe?	Myself: How should we show care for others?
Christian values	Koinonia, Friendship, Agape	Hope, Thankfulness, Wisdom	Agape, Koinonia, Thankfulness	Hope, Friendship	Wisdom	Friendship, Thankfulness, Wisdom