



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

<b>Personal, Social and Emotional Development</b>	<b>Starting School</b>	<b>If you go down to the woods today...</b>	<b>Polar Explorers</b>	<b>People who help us</b>	<b>Once upon a time</b>	<b>Art attack</b>
	<p>New beginnings: classroom routines and rules, support children in making friends.</p> <p>Come into the foundation unit happy, and ready to learn.</p> <p>Choose own activities to explore.</p> <p>Show some understanding of right and wrong.</p>	<p>How to be a good friend.</p> <p>Dealing with: getting along with one-another, falling out, anger (when someone has taken a toy away).</p> <p>Understands the role of the adult: will ask for help, support when required, will seek adults out as partners in their learning.</p> <p>Encourage collaborative play: group activities, games etc.</p> <p>Bonfire night safety.</p>	<p>Taking turns, Sharing, Playing cooperatively.</p> <p>Explore different feelings which children may experience.</p> <p>The importance of good manners.</p> <p>Taking care of possessions and classroom materials.</p> <p>Understanding that own actions can impact others.</p>	<p>Taking turns, Sharing, Playing cooperatively</p> <p>Investigate who might help us: why might we need help, what might we need help for?</p> <p>Encourage conversations and listening skills.</p> <p>All about me: what am I good at, what skills do I have, what makes me special?</p>	<p>Taking turns, Sharing, Playing cooperatively</p> <p>Build positive relationships through games, group work, cooperation with peers.</p> <p>Encourage children to photograph/draw favourite places, people, activities and discuss their reasons why.</p> <p>Understanding boundaries and behavioural expectations.</p>	<p>Taking turns, Sharing, Playing cooperatively</p> <p>Work as part of a group confidently, sharing and playing cooperatively.</p> <p>Transition: move up to year 1,</p> <p>Discuss how to help new intake of reception settle into school</p> <p>Being a good role model.</p> <p>Moving forward into new situations with confidence.</p>
<b>Characteristics of Effective Learning</b>	<b>Playing and Exploring - engagement</b> Finding out and exploring Playing with what they know Being willing to 'have a go'.		<b>Active Learning - motivation</b> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.		<b>Creating and Thinking Critically – thinking</b> Having their own ideas Making links Choosing ways to do things	

West Ashton Primary School Curriculum Map

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

<b>Communication and Language</b>	<b>Starting school</b>	<b>If you go down to the woods today....</b>	<b>Polar Explorers</b>	<b>People who help us.</b>	<b>Once upon a time</b>	<b>Art attack</b>	
	<ul style="list-style-type: none"> <li>• Sitting quietly.</li> <li>• Listening and responding to sounds, own name, rhymes, stories, conversations.</li> <li>• Learn to speak with confidence during circle/carpet times</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting quietly.</li> <li>• Listening and responding to sounds, own name, rhymes, stories, conversations.</li> <li>• Learn to speak with confidence during circle/carpet times</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Anticipating words, phrases, events.</li> <li>• Answering simple questions (who, what, where).</li> <li>• To pretend and imagine.</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting quietly.</li> <li>• Listening and responding to sounds, own name, rhymes, stories, conversations.</li> <li>• Learn to speak with confidence during circle/carpet times.</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions.</li> <li>• Anticipating words, phrases, events.</li> <li>• Answering simple questions (who, what, where).</li> <li>• To pretend and imagine.</li> <li>• Understanding humour.</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories.</li> <li>• Learn new vocabulary relating to topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting quietly.</li> <li>• Listening and responding to sounds, own name, rhymes, stories, conversations.</li> <li>• Learn to speak with confidence during circle/carpet times.</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions.</li> <li>• Anticipating words, phrases, events.</li> <li>• Answering simple questions (who, what, where).</li> <li>• To pretend and imagine.</li> <li>• Understanding humour.</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories.</li> <li>• Learn new vocabulary relating to topics</li> <li>• Following directions</li> <li>• Using language to make friends, to share ideas and experiences, to give explanations, to ask questions,</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting quietly.</li> <li>• Listening and responding to sounds, own name, rhymes, stories, conversations.</li> <li>• Learn to speak with confidence during circle/carpet times.</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions.</li> <li>• Anticipating words, phrases, events.</li> <li>• Answering simple questions (who, what, where).</li> <li>• To pretend and imagine.</li> <li>• Understanding humour.</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories</li> <li>• Learn new vocabulary relating to topics</li> <li>• Following directions</li> <li>• Using language to make friends, to share ideas and experiences, to give explanations, to ask questions.</li> <li>• Developing vocabulary, use of sentences, tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting quietly.</li> <li>• Listening and responding to sounds, own name, rhymes, stories, conversations.</li> <li>• Learn to speak with confidence during circle/carpet times.</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Anticipating words, phrases, events.</li> <li>• Answering simple questions (who, what, where).</li> <li>• To pretend and imagine.</li> <li>• Understanding humour.</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories.</li> <li>• Learn new vocabulary relating to topics</li> <li>• Following directions</li> <li>• Using language to make friends, to share ideas and experiences, to give explanations, to ask questions.</li> <li>• Developing vocabulary, use of sentences, tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting quietly.</li> <li>• Listening and responding to sounds, own name, rhymes, stories, conversations.</li> <li>• Learn to speak with confidence during circle/carpet times.</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Anticipating words, phrases, events.</li> <li>• Answering simple questions (who, what, where).</li> <li>• To pretend and imagine.</li> <li>• Understanding humour.</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories.</li> <li>• Learn new vocabulary relating to topics</li> <li>• Following directions</li> <li>• Using language to make friends, to share ideas and experiences, to give explanations, to ask questions.</li> <li>• Developing vocabulary, use of sentences, tenses</li> </ul>

<b>Characteristics of Effective Learning</b>	<b>Playing and Exploring - engagement</b> Finding out and exploring Playing with what they know Being willing to 'have a go'.		<b>Active Learning - motivation</b> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.		<b>Creating and Thinking Critically – thinking</b> Having their own ideas Making links Choosing ways to do things	
<b>Understanding the World</b>	<b>Starting school</b> <ul style="list-style-type: none"> <li>• Making new friends</li> <li>• Meeting new staff</li> <li>• Talks about own family</li> <li>• Explore the outside area of the school grounds, what can they see? What do we think might change over the year?</li> <li>• Explore the different uses of the ICT equipment found in school.</li> </ul>	<b>If you go down to the woods today....</b> <ul style="list-style-type: none"> <li>▪ Talk about own experiences outside of school</li> <li>▪ Explore seasonal festivals</li> <li>▪ Welly walks</li> <li>▪ The changing seasons, include lights and colour</li> </ul> Use cameras/ iPad to record welly walks	<b>Polar Explorers</b> <ul style="list-style-type: none"> <li>▪ Explore seasonal festivals</li> <li>▪ Explore each child's and families uniqueness.</li> <li>▪ Explore patterns and changes in the environment.</li> <li>▪ Follow the adventures of the Sir David Attenborough and Boaty Mcboatface.</li> <li>▪ Develop understanding of the wider world.</li> </ul>	<b>People who help us</b> <ul style="list-style-type: none"> <li>• Develop an interest in different occupations and ways of life.</li> <li>• Encourage and acknowledge similarities and differences between ourselves and others.</li> <li>• Explore seasonal festivals</li> <li>• Explore the change in animals, (Chrysalis, tadpoles)</li> <li>• Use laptops to explore the changes in animals and to find people who might help us.</li> </ul>	<b>Once upon a time</b> <ul style="list-style-type: none"> <li>• Develop an understanding of the importance of our local environment.</li> <li>• Develop an understanding of the world.</li> <li>• Using correct vocabulary (town, village, church, temple, synagogue etc) encourage children to further explore features of environments around the world.</li> <li>• Show understanding of recycling and the reasons why we recycle.</li> <li>• Explore computer games linked to maths learning.</li> <li>• Teach 'hectors safety button'</li> </ul>	<b>Art Attack</b> <ul style="list-style-type: none"> <li>• Show understanding of the differences between them and others, their local community and the world in which they live.</li> <li>• Be able to communicate and share experiences and events that have happened both in school and with their family.</li> <li>• Use understanding of changes and local environments to grow flower beds and develop vocabulary linked to the ever changing world in which they live</li> </ul>

						<ul style="list-style-type: none"> <li>Select the technology needed for particular tasks.</li> </ul>
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Expressive Arts and Design	Starting school	If you go down to the woods today....	Polar Explorers	People who help us	Once upon a time	Art attack
	<ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>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.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>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.</li> <li>to use a range of materials creatively to design and make products.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>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.</li> <li>to use a range of materials creatively to design and make products.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to use drawing and painting to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture.</li> <li>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.</li> <li>to use drawing and painting to develop and share their ideas, experiences and imagination.</li> <li>to develop a wide range of art and design techniques in using colour, line, shape, form and space</li> <li>to use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between</li> </ul>	<ul style="list-style-type: none"> <li>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>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.</li> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>

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					different practices and disciplines, and making links to their own work.	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Characteristics of Effective Learning</b>	<b>Playing and Exploring - engagement</b> Finding out and exploring Playing with what they know Being willing to 'have a go'.	<b>Active Learning - motivation</b> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.	<b>Creating and Thinking Critically – thinking</b> Having their own ideas Making links Choosing ways to do things			

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			<b>How do People Celebrate (Discovery)?</b>  New year,  Chinese New Year,  Nowruz – Persian New Year,  Holi- Hindu Festival of Colour,	<b>Understanding Christianity (Discovery), why do Christians put a cross in an Easter Garden?</b>  Why is a palm cross a special symbol?,  How do we use crosses to celebrate Easter at home and at church?  Easter Saturday,  Easter Sunday.	<b>Story time (Discovery), What can we learn from the stories?</b>  The Tortoise and the Hare,  The boy who cried wolf,  The crocodile and the priest (A Sikh story),  Bilal and the beautiful butterfly,  The gold giving serpent,  Best friends.	<b>Special Places (Discovery)</b> Homes around the world.  Changing rooms.  The wider picture.  The church.  The Mosque.  The Synagogue.

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