

EYFS Termly expectations 2023-24

	Autumn (no playtime needed)	Spring (playtime)	Summer (playtime)
English	<p>Short whole class input then 'Inside outside model' with half inside on adult directed task and half outside accessing environment/continuous provision (inc gross motor) and planned activities. Introduce an 'adult focused' outside task once pupils have settled in</p> <p>1 x literacy morning per week (inc read and write) Adult task will be phonics/reading for PPG/Off track pupils</p> <p>2 x writing mornings per week Will complete one adult directed writing task over 2 days- writing on lines from start not phoneme frames</p>	<p>Daily whole class English lesson- input will be on what the focussed write will be, with 'daily write' task linked to this</p> <p>2 x adult directed writes per week</p> <p>Most confident writers will begin independent 'daily write' on days not with an adult then accessing independent jobs</p> <p>Less confident writers will access independent jobs when not with an adult- may include fine motor/gross motor/ mark making/handwriting formation etc</p> <p>As the term progresses and children gain confidence more will begin to do 'daily writes'</p>	<p>Daily whole class English lesson- input will include a modelled/shared sentence for children who will be independent then cut them away to get started, then a second sentence for the children who will be working with an adult</p> <p>2 x adult directed writes per week, adults will start to oversee a second group and begin 'lapping' between two groups at a time to encourage independence</p> <p>Less confident writers will access independent jobs suited to their needs when not with an adult</p> <p>As the term progresses all children will be sat at their table doing a job directed by the teacher ready for Year 1</p>
Maths	<p>'Inside outside model' with half inside on adult directed task and half outside accessing environment/continuous provision and planned activities. Introduce an 'adult focused' outside task once pupils have settled in</p> <p>2 x maths mornings per week Will complete one adult directed writing task over 2 days, will include photo evidence where useful</p>	<p>Daily whole class Maths lesson- input will be on what the focussed adult task will be</p> <p>2 x adult directed tasks per week, will begin to include child's recordings where appropriate (may be pictorial)</p> <p>Rest of class will be accessing independent jobs</p>	<p>Daily whole class Maths lesson- input will be on what the focussed adult task will be</p> <p>2 x adult directed tasks per week, more children will begin recording using number sentences as ready</p> <p>Rest of class will be accessing independent jobs</p> <p>As the term progresses all children will be sat at their table doing a job directed by the teacher ready for Year 1</p>
Mental maths	<p>Daily counting during register/lunches</p> <p>Daily taught session</p>	<p>Daily counting during register/lunches</p> <p>Daily taught session</p>	<p>Daily counting during register/lunches</p> <p>Daily taught session</p>
Little Wandle Phonics	<p>Daily taught lesson</p> <p>Daily 'keep up' with class TA before lunch</p> <p>After Autumn 1 assessment, a teacher will begin to take 'daily catch up' across the cohort 4 x afternoons</p>	<p>Daily taught lesson</p> <p>Daily 'keep up' with class TA before lunch</p> <p>Teacher taking daily catch up' across the cohort 4 x afternoons</p>	<p>Daily taught lesson</p> <p>Daily 'keep up' with class TA before lunch</p> <p>Teacher taking daily catch up' across the cohort 4 x afternoons</p>

Handwriting lesson	Daily handwriting straight after phonics lesson- letter formation of taught single sounds (rainbow writing moving to LW letter formation sheets when ready)	Daily handwriting straight after phonics lesson- letter formation of digraphs taught in Spring 1 (LW letter formation sheets). Start capital letters in Spring 2	Daily handwriting straight after phonics lesson- back over lower and upper case letters in a handwriting book
Fiddly Fingers	'Fun jobs' (based on fine motor) at tables when children come into school in the morning	Tricky word booklets for majority of pupils when they come into school in the morning. Fine motor jobs for children who are significantly off track.	Tricky word booklets for majority of pupils when they come into school in the morning. Fine motor jobs for children who are significantly off track.
Fine motor	'Fiddly Fingers' slot every morning to include fine motor and name writing work on rotation (adult directed name card writing).	No daily 'Fiddly Fingers' slot- consider a motor skills intervention for those significantly off track, e.g. NHS Therapy Pack or Write from the start, and target children who cannot write their names with a name writing intervention	Intervention for anyone significantly off track
Name write			
Tricky word write	<p>Once assessed, children who do not need fine motor jobs can work on pencil control/letter formation sheets when on their independent day.</p> <p>Children with very poor fine motor will need some gross motor work during the daily rotation.</p> <ul style="list-style-type: none"> - consider a motor skills intervention for those significantly off track, e.g. NHS Therapy Pack or Write from the start <p>Autumn 2 consider having tricky word writing as morning entry job for children who are ready for this</p>		
Guided Reading	<p>To begin once children have enough sounds and can blend (just before half term)</p> <p>2 x adult guided sessions per week</p> <p>3 x independent tasks/reads</p>	<p>2 x adult guided sessions per week</p> <p>3 x independent tasks/reads</p>	<p>2 x adult guided sessions per week</p> <p>3 x independent tasks/reads</p>
Ongoing throughout year	<p>Daily 'word of the day' vocab session</p> <p>Several story and singing slots per day</p> <p>Wider curriculum inputs every afternoon- each week will have an input on CL, PSED, UW, EAD, PD</p> <p>Physical Development afternoon once per week (inc fine and gross motor)</p> <p>Busy Bee Time every day- during Summer 2 this will be more restricted to own classrooms (less free flow) as part of transition process</p>		



Reception Weekly Timetable Autumn Term



MONDAY	TUESDAY	WEDNESDAY	THURSDAY NF- Mast time	FRIDAY
Arrival 8.45-8.55 Fine motor jobs then registration	Arrival 8.45-8.55 Fine motor jobs then registration	Arrival 8.45-8.55 Fine motor jobs then registration	Arrival 8.45-8.55 Fine motor jobs then registration	Arrival 8.45-8.55 Fine motor jobs then registration
9.05 Phonics 9.30 Handwriting linked to taught sound	9.05 Phonics 9.30 Handwriting linked to taught sound	9.05 Phonics 9.30 Handwriting linked to taught sound	9.05 Phonics 9.30 Handwriting linked to taught sound	9.05 Phonics 9.30 Handwriting linked to taught sound
9.35 Movement break (TA's set up name writing/fiddly fingers)	9.35 Movement break (TA's set up name writing/fiddly fingers)	9.35 Movement break (TA's set up name writing/fiddly fingers)	9.35 Movement break (TA's set up name writing/fiddly fingers)	9.35 Movement break (TA's set up name writing/fiddly fingers)
9.40- 9.50 Fiddly finger/name writing	9.40- 9.50 Fiddly finger/name writing	9.40- 9.50 Fiddly finger/name writing	9.40- 9.50 Fiddly finger/name writing	9.40- 9.50 Fiddly finger/name writing
9.50-10.05 Story & Snack (TAs set up outside area for AM jobs)	9.50-10.05 Story & Snack (TAs set up outside area for AM jobs)	9.50-10.05 Story & Snack (TAs set up outside area for AM jobs)	9.50-10.05 Story & Snack (TAs set up outside area for AM jobs)	9.50-10.05 Story & Snack (TAs set up outside area for AM jobs)
10.05-10.20 Literacy morning input (TA's to set up classrooms then support on carpet))	10.05-10.20 Maths morning input (TA's to set up classrooms then support on carpet))	10.05-10.20 Maths morning input (TA's to set up classrooms then support on carpet))	10.05-10.20 Writing morning input (TA's to set up classrooms then support on carpet))	10.05-10.20 Writing morning input (TA's to set up classrooms then support on carpet))
10.20 Jobs time- Half inside for adult job, half outside	10.20 Jobs time- Half inside for adult job, half outside	10.20 Jobs time- Half inside for adult job, half outside	10.20 Jobs time- Half inside for adult job, half outside	10.20 Jobs time- Half inside for adult job, half outside
10.55 Swap	10.55 Swap	10.55 Swap	10.55 Swap	10.55 Swap
11.25 Tidy up	11.25 Tidy up	11.25 Tidy up	11.25 Tidy up	11.25 Tidy up
11.30-11.45 LW reading	11.30-11.45 LW reading	11.30-11.45 LW reading	11.30-11.45 LW reading	11.30-11.45 LW reading
11.45 Word of the day, story, singing TA's to take LW keep up	11.45 Word of the day, story, singing TA's to take LW keep up	11.45 Word of the day, story, singing TA's to take LW keep up	11.45 Word of the day, story, singing TA's to take LW keep up	11.45 Word of the day, story, singing TA's to take LW keep up
12.00-1.00 Lunch	12.00-1.00 Lunch	12.00-1.00 Lunch	12.00-1.00 Lunch	12.00-1.00 Lunch
1.00 Register	1.00 Register	1.00 Register	1.00 Register	1.00 Register
1.05-1.20 Topic input	1.05-1.20 Topic input	1.05-1.20 Topic input	1.05-1.20 Topic input	1.05-1.20 Topic input
1.20 Busy Bee Time	1.20 Busy Bee Time	1.20 Busy Bee Time	1.20 Busy Bee Time	1.20 Busy Bee Time
2.20 Tidy up time Review	2.20 Tidy up time Review	2.20 Tidy up time Review	2.20 Tidy up time Review	2.20 Tidy up time Review
2.35 Mental maths	2.35 Mental maths	2.35 Mental maths	2.35 Mental maths	2.35 Mental maths
2.45 Story and singing TA's to take BLAST group	2.45 Story and singing TA's to take BLAST group	2.45 Story and singing TA's to take BLAST group	2.45 Story and singing TA's to take BLAST group	2.45 Story and singing TA's to take BLAST group
Home time 3.00	Home time 3.00	Home time 3.00	Home time 3.00	Home time 3.00



Reception Weekly Timetable- Spring/ Summer



MONDAY	TUESDAY	WEDNESDAY	THURSDAY NF- Mast time	FRIDAY
Arrival 8.45-8.55 Tricky word writing then registration	Arrival 8.45-8.55 Tricky word writing then registration	Arrival 8.45-8.55 Tricky word writing then registration	Arrival 8.45-8.55 Tricky word writing then registration	Arrival 8.45-8.55 Tricky word writing then registration
9.00 Phonics 9.30 Handwriting	9.00 Phonics 9.30 Handwriting	9.00 Phonics 9.30 Handwriting	9.00 Phonics 9.30 Handwriting	9.00 Assembly 9.20 phonics
9.40 -10.25 45 minutes English TAs set up tables then join for input	9.40 -10.25 45 minutes English TAs set up tables then join for input	9.40 -10.25 45 minutes English TAs set up tables then join for input	9.40 -10.25 45 minutes English TAs set up tables then join for input	9.40 -10.25 45 minutes English TAs set up tables then join for input
10.25- 10. 35 fruit, milk and story	10.25- 10. 35 fruit, milk and story	10.25- 10. 35 fruit, milk and story	10.25- 10. 35 fruit, milk and story	10.25- 10. 35 fruit, milk and story
10.35- 10.50 playtime Outside- Rebekah, Olivia, Karly Adult inside to set up tables for maths	10.35- 10.50 playtime Outside- Naomi, Laky, Jess Adult inside to set up tables for maths	10.35- 10.50 playtime Outside- Charlotte, Olivia, Laky Adult inside to set up tables for maths	10.35- 10.50 playtime Outside- Lauren, Vanessa, Karly Adult inside to set up tables for maths	10.35- 10.50 playtime Outside- Rebekah, Kirsty, Jess Adult inside to set up tables for maths
10.50- 11.30 40 mins Maths	10.50- 11.30 40 mins Maths	10.50- 11.30 40 mins Maths	10.50- 11.30 40 mins Maths	10.50- 11.30 40 mins Maths
11.30 Guided Reading	11.30 Guided Reading	11.30 Guided Reading	11.30 Guided Reading	11.30 Guided Reading
11.45 Word of the day/story/singing TA's to take Little Wandle Keep up	11.45 Word of the day/story/singing TA's to take Little Wandle Keep up	11.45 Word of the day/story/singing TA's to take Little Wandle Keep up	11.45 Word of the day/story/singing TA's to take Little Wandle Keep up	11.45 Word of the day/story/singing TA's to take Little Wandle Keep up
12.00-1.00 Lunch	12.00-1.00 Lunch	12.00-1.00 Lunch	12.00-1.00 Lunch	12.00-1.00 Lunch
1.00 Register	1.00 Register	1.00 Register	1.00 Register	1.00 Register
1.05-1.20 Topic input	1.05-1.20 Topic input	1.05-1.20 Topic input	1.05-1.20 Topic input	1.05-1.20 Topic input
1.20 Busy Bee Time 2.20 Tidy up time Review	1.20 Busy Bee Time 2.20 Tidy up time Review	1.20 Busy Bee Time 2.20 Tidy up time Review	1.20 Busy Bee Time 2.20 Tidy up time Review	1.20 Busy Bee Time 2.20 Tidy up time Review
2.30 Mental maths	2.30 Mental maths	2.30 Mental maths	2.30 Mental maths	2.30 Mental maths
2.40 Story and singing TA's to take BLAST groups	2.40 Story and singing TA's to take BLAST groups	2.40 Story and singing TA's to take BLAST groups	2.40 Story and singing TA's to take BLAST groups	2.40 Story and singing TA's to take BLAST groups
Home time 3.00	Home time 3.00	Home time 3.00	Home time 3.00	Home time 3.00