



Year R Curriculum Overview 2019-20

	Autumn 1 Settling In/Baseline for first 3/4 weeks All about me/Autumn	Autumn 2 (Bonfire night, mini topic related to children's interests, Winter, Christmas)	Spring 1 (Celebrations, Winter cont, Dinosaurs with Key Stage 1)	Spring 2 Gruffalo/Easter	Summer 1 Its Alive! (Growing, Life cycles, Plants)	Summer 2 It's Alive – Pets/Animals
<p style="text-align: center;">PSED Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> To settle into school and feel part of the class To be aware of themselves as special To be aware of what special means To be confident to try new activities To form good relationships with adults and peers To share and take turns with adult support To begin to dress and undress independently and be responsible for their own personal hygiene 	<ul style="list-style-type: none"> To develop an understanding of different feelings and emotions Have a developing awareness of their own needs, views and feelings and be sensitive to others Begin to select, use and tidy away activities and resources independently To be responsible for putting on own coat and looking after belongings To get own snack independently (hands, name, pouring, selecting one thing) To understand how people celebrate Christmas and the true meaning of Christmas (how do other people celebrate Christmas) 	<ul style="list-style-type: none"> To reinforce knowledge of special days (NYEve/Day & CNYear) Manage their own personal hygiene Follow agreed values and codes of behaviour Work together, taking turns and sharing fairly To develop an understanding of different feelings and emotions Have a developing awareness of their own needs, views and feelings and be sensitive to others 	<ul style="list-style-type: none"> Be confident to try new activities and speak in a familiar group (discuss issues, feelings and express opinions) To be aware of others feelings (link to stories and nursery rhymes) Continue to take turns and share and understand what is fair Have a developing respect for their own cultures and beliefs (Mothers Day, Easter) To know why birthdays and weddings are special, exploring, birth and growth, respecting others, belonging to a family and friendship/love Explore sense of belonging to a community, building relationships and understanding feelings To know about the creation of the world To appreciate and show delight in a rich and beautiful world To reinforce why a church is a special place and think of other special places Personal hygiene skills – baking and tea party Team work building 	<ul style="list-style-type: none"> Be aware of own views and feelings and be sensitive to views and feelings of others Maintain attention and stay on task Respond to significant experiences and show a range of feelings when appropriate Consider the consequences of their words and actions for themselves and others To be aware of their environment and the purposes of some features in their environment Show an awareness of what is special about the world and how we can keep it special Continue to be interested, excited and motivated to learn Maintain concentration and begin to work independently Understand the need for agreed codes of behaviour and know the difference between right and wrong To have positive attitudes in the environment (sharing, taking turns, being sensible and taking responsibility for own action) Have a developing awareness of their own cultures and needs 	<ul style="list-style-type: none"> Understand that people have different cultures and beliefs and that these need to be treated with respect



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<p>C&L Communication and Language</p>	<ul style="list-style-type: none"> To develop speaking and listening – eye contact, taking turns, speaking clearly, talk about personal events To listen with enjoyment and respond to stories, poems and rhymes 	<ul style="list-style-type: none"> To speak confidently in a small group To sustain attentive listening during discussions, story and circle times To extend their vocabulary, exploring the meaning of new words 	<ul style="list-style-type: none"> To create role play situations using suitable and appropriate language and vocabulary Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Sustain attentive listening and respond to what they have heard. Begin to use response partners. 	<ul style="list-style-type: none"> To interact with others, taking turns in conversation and extending vocabulary within their play To listen carefully and respond appropriately (focus on speaking and listening skills – displayed in the classroom). 	<ul style="list-style-type: none"> Explore and experiment with sounds, words and texts Enjoy listening to and using language to readily turn it into their play and learning Extend their vocabulary exploring the meanings of new words (link with science) Talk about their learning (explain answers, share experiences and explain learning process to peers)
<p>Physical Development</p>	<ul style="list-style-type: none"> To begin to move with control and develop co-ordination To listen carefully to instructions and respond appropriately To show a developing awareness of space Move in a variety of ways (big movements – ribbons/big arm movements etc Join in appropriately and learn group games Listen and respond to music moving in a variety of ways . To develop control of construction and malleable materials 	<ul style="list-style-type: none"> To move with control and co-ordination To understand the importance of warming up Listen and respond to music, moving in a variety of ways and using their imagination (Firework Dance) To use a range of tools effectively and with adequate control To develop pencil control 	<ul style="list-style-type: none"> Continue to develop pencil control and fine motor control Use scissors with growing control and accuracy Show an understanding of space Move with control, co-ordination and confidence To take turns and follow rules Use a range of small equipment To develop individual skills of rolling, throwing, catching and kicking (individual , pairs, small groups of 4) To work as a team (parachute) To know what effect exercise has on our bodies Recognise the importance of keeping healthy To know what effect exercise has on our bodies 	<ul style="list-style-type: none"> Experiment with different ways of moving on the floor and on apparatus (rolling- stretch, tuck, straddle, forward, teddy) Go backwards and sideways as well as forwards Jump off a variety of objects and land appropriately Balance of various parts of the body Demonstrate the control necessary to hold a fixed shape Cutting skills – control, hold and action To participate in a variety of activities to develop fine motor skills – threading, sewing, mark making , activities, chopstick games etc 	<ul style="list-style-type: none"> Use a range of small equipment To practise and develop individual skills using a variety of resources Jump off a variety of objects and land appropriately Balance on various parts of their bodies Demonstrate the control necessary to hold a shape or fixed position Recognise the importance of keeping healthy and those things which contribute to this Handle tools, objects and malleable materials safely and with increasing control Move with confidence , imagination and in safety Move with increasing control and co-ordination Show awareness of space, themselves and others Use a range of small and large equipment - hoops, beanbags, quoits, different sized balls, benches, mats, gym tables long mat, large apparatus Travel around, under, over and through balancing and climbing equipment.
<p>Literacy Reading and Writing</p>	<ul style="list-style-type: none"> To begin to use and understand books To learn to read first key words and own name To begin to name and sound the letters of the alphabet To recognise own name 	<ul style="list-style-type: none"> To reinforce that print is read from top to bottom and left to right To begin to recognise some basic keywords To link sounds to letters and hear/identify the initial sounds in words To use mark making resources and hold them 	<p><u>Literacy – Reading and Writing</u></p> <ul style="list-style-type: none"> To develop letter knowledge and phonics – letter names, letter sounds, lower case and upper case, initial and final sounds, CVC rhyming words. To develop phonemic awareness – blending and segmenting, rhymes and alliteration and introduce syllables. To have a basic understanding of the alphabet and alphabetical order. 		<p><u>Literacy – Reading and Writing</u></p> <ul style="list-style-type: none"> Hear and identify medial sounds in words and apply phonic knowledge independently Name and sound lower and upper case letters Use their phonic knowledge to write simple regular words an make phonetically plausible attempts at more complex words Retell main events of a story Listen with enjoyment and respond to stories Explore and experiment with sounds, words and texts



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<p style="text-align: center;">Mathematics Number, Shape, space and measures</p>	<ul style="list-style-type: none"> To use pencils, pens, chalks to mark make. (Encourage correct hold and complete activities to develop control) 	<ul style="list-style-type: none"> effectively to produce controlled movements To begin to hear and record sounds in the words we want to write 	<ul style="list-style-type: none"> Continue learning and reinforcing the correct letter formation. Read a range of keywords. Begin to use class word wall during writing activities. Use a capital letter for the first time and surname (if appropriate). To know that we put a full stop at the end of a sentence. To know that a sentence must make sense (magic ingredients). To sequence and retell familiar stories and events. Develop an understanding of characters and settings. Use repetitive and familiar language from well-known stories. To be aware and know the external features of books. Write first and surname. Write simple keywords independently. Construct simple sentences and write with support. Introduce term speech bubble and write simple speech bubbles. To think about what to write ahead of writing it. 	<ul style="list-style-type: none"> Speak clearly and audibly with confidence and control and show awareness of listener, for example by their use of conversations such as greetings, 'please' and 'thank you' To use awareness of grammar of sentence to predict words during shared reading and when re-reading familiar stories To understand terms about books (front cover, back cover, title, blurb, author, illustrator, spine, publisher, title page, contents page, page numbers, index, letter, line, sentence, page, word) To know the main differences between fiction and non-fiction To write sentences with growing independence, including full stops and capital letters To continue learning correct letter formation To write for a variety of purposes (making books, labels, captions and questions)
	<ul style="list-style-type: none"> Say and use number names to 10 in number rhymes, songs and stories Recite number names in order from 0 - 10 Count reliably up to 5 objects To experience counting and matching games To compare the heights of the children in the class 	<ul style="list-style-type: none"> Recite numbers in order from 0-30 Recite number names in order from 10-0 Write numerals with correct formation Begin to recognise none and zero Begin to find one more than a given number To use a number line and Numicon to find one more than a given number To recognise numerals 0-30+ 	<ul style="list-style-type: none"> Count on and back from different starting points. To know the number after/before to 10. To know the number one more/one less to 10. To compare numbers and know which is bigger/smaller, greater/fewer, more/less. To recognise numerals to 30. Begin to count in 2s, even and odd to 30. Begin to count in 10s, up to 100. To know names of 2D shapes and discuss their properties. Sort coins 1p, 2p, 5p and 10p. To add 2 amounts together and find the total. To count reliably up to 10 objects. To order a set of numbers. To reinforce the names of 2D/3D shapes. To talk about the properties of shapes (edge, point, corner, face). To know what a 'pair' is. To begin to count in 2s. Use everyday words to describe position. Fill and empty containers using appropriate mathematical vocabulary related to capacity. Begin to use the language involved in addition (practical). Begin to relate addition to combining 2 groups of objects. To introduce addition doubles to 10+10 To count reliably 	<ul style="list-style-type: none"> To count in steps of 1, 2 and 10 forwards and backwards To count forwards and backwards to/from 30 To recognise numbers to at least 30 To order a set of numbers from smallest to biggest To begin to recognise patterns of odd and even numbers To know the days of the week and associated vocabulary To recognise and write numbers to 20 and beyond Introduce concept of estimation To further develop understanding of addition – vocabulary, combining sets and counting on Order a selection of numbers To further develop understanding of subtraction - vocabulary, taking away and remove and count remainder To recognise all coins 1p - £1 and use in role play Compare 2/3 masses and use associated vocabulary Reinforce names and properties of 2D and 3D shapes To know the months of the year Count and record larger numbers by tallying Talk about and recreate symmetrical patterns found in the environment and in different cultures Solve practical problems To half a given number practically To begin to apply knowledge in everyday number problems





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			<ul style="list-style-type: none"> • Begin to use language involved in subtraction (practical). • To compare length using direct comparison, and use the related vocabulary • To begin to apply knowledge in everyday number problems 		
<p>UTW Understanding the world</p>	<ul style="list-style-type: none"> • To investigate objects using and learning about their senses • To identify and compare features of living things – humans, face, hands, bodies • To learn the names for parts of their bodies • To develop an understanding about how to look after themselves (hygiene, food, exercise etc) • To find out about past and present events in their own lives – when I was a baby • To know the four seasons and look closely at Autumn • To understand the concept of Nocturnal animals 	<ul style="list-style-type: none"> • To find out about Bonfire night and the reason we celebrate it. (Gunpowder plot and Safety) • To understand the characteristics of Winter • ICT – To familiarise themselves with the ICT suite. Physical equipment • Log on independently • Develop mouse skills and control • Complete a simple program • To know the story of the first Christmas 	<ul style="list-style-type: none"> • Identify features in the natural world • Observe the weather daily and develop an understanding of the link to the seasons • Find out about some features of living things in winter (robins, snowdrops) • To learn about melting and freezing and the cycle of water • To introduce the idea of permanent and temporary changes • To investigate a selection of fabrics • To make simple predictions and make tests fair 	<ul style="list-style-type: none"> • Investigate and observe living things • Begin to understand lifecycles (Chick to hen) • Look closely at patterns and change • Seasons – look closely at spring • Introduce idea of permanent changes • Use ICT to support learning • Express feelings about a significant personal events and describe significant events for their families • To find out about past events in their own lives • To learn about settings, surroundings and recreate – building these 	<ul style="list-style-type: none"> • Investigate objects and materials • Identify and find out about some features in their environment/natural world and of living things and events they observe • Ask questions about how things work • To understand the life cycle of a frog/plant/butterfly - Investigation Area To observe and record changes in the life cycle • Look closely at differences, similarities patterns and change • Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary • Select the tools and techniques they need to shape, assemble and join the materials they are using. • Find out about and use ICT and programmable toys to support their learning • To look at different types of animals and where they live and what they need to survive • Different groups of animals – mammals, reptiles, birds etc.
<p>EA&D Expressive Arts and Design</p>	<ul style="list-style-type: none"> • To explore shape and texture – natural materials (water and sand play) • To develop skills of drawing – pencil control, colouring, shapes • To explore colour and texture through a variety of painting activities • To learn new songs from memory linked to topic • Use their imagination during role play activities 	<ul style="list-style-type: none"> • To use 'Bonfire/Fireworks as a stimulus for creative work • To represent their own ideas through movements (Dance) • Create simple representations of things (fireworks) through art work and dance • To introduce colour mixing activities • To use imagination in role play contexts • To learn new songs/rhymes from memory linked to topic 	<ul style="list-style-type: none"> • Use their imagination in art and design (Encourage careful observation)(Choose appropriate colours)(Develop individual skills • Explore colour, texture, shape in 2 & 3 dimensions(Experiment through collage) (Reinforce printing and experiment through pressing technique, Mix processes together) • To learn new songs and poems linked to topic • To use instruments as representations of weather • Express & communicate thoughts, feelings and ideas 	<ul style="list-style-type: none"> • Work creatively on a small scale • Explore colour, shape and space in two dimensions • Create with paint, using sponge, brushes and fingers • Experience using pastels • Learn new songs related to topic and Easter • Sing simple songs from memory • Tap out simple repeated rhythms 	<ul style="list-style-type: none"> • Use their imagination in music and dance • Express and communicate their ideas and feelings through dance • Use their imagination in role play • Sing simple songs from memory • Explore colour, shape, texture and form in two dimensions • Experience weaving and pattern making activities • Respond in a variety of ways to what they see, hear, smell and touch • Explore colour, shape, texture and form in two and three dimensions • Be imaginative through independent play with musical instruments • Use imagination in role play activities (Vets, Garden Centre) • Use imagination in dance activities – dances related to butterflies, summer and animals





St Chad's
Church of England
Primary School

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		<ul style="list-style-type: none">• To act out the story of the First Christmas• Perform to an audience	through imaginative and role play	<ul style="list-style-type: none">• Respond in a variety of ways to what they see, hear, smell, touch and feel• Role play – acting out STORIES• Painting technique, using colour for a purpose	<ul style="list-style-type: none">• Express and communicate ideas, thoughts and feelings through role play and retelling stories
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