




# Year R Curriculum Overview 2019-20

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



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



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





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





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