

Year R Curriculum

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Kindness	Respect	Teamwork	Perseverance	Challenge	Curiosity
Themes/interests/ lines of inquiry (following UTW objectives)	Marvellous Me Chatterboxes – <i>myself, my family, my interests</i> Feelings and Emotions – The Colour Monster Harvest School Value – new rules, Hopes & Dreams	Celebrations Autumn Halloween Remembrance Day Helping others – Children in Need Christmas	A mysterious egg Winter Lunar New Year Weather Water /ice	A little seed Spring Healthy Eating Looking after ourselves Pancake day Easter Keeping healthy and safe Planting and gardening	Life cycles Summer Life cycles- frog, plant butterfly, mammal	Journeys Sports week Change/transition Past and present and future Reflection Story writing
Possible books to supplement:	The Colour Monster by Anna Llenas All About Me by Debbie MacKinnon and Anthea Sieveking Owl Babies by Martin Waddell The Proudest Blue by Ibtihaj Muhammad The Big Umbrella by Amy Jane Bates Rapunzel –Once Upon a World Pumpkin Soup by Helen Cooper Amazing Grace by Mary Hoffman	Wild by Emily Hughes What We’ll Build by Oliver Jeffers How to Put a Whale in a Suitcase by Raul Guridi The Way Back Home by Oliver Jeffers The Last Tree by Emily Haworth Booth Whatever Next By Jill Murphy Above and Below by Patricia Hegarty	The Emperor’s Egg by Martin Jenkins The Ugly Duckling by Jerry Pinkney And Tango Makes Three by Justin Richardson and Peter Parnell Croc Bird by Alexis Deacon The Snow Queen by Hans Christian Andersen The Rainbow Bear by Michael Morpurgo Eyes that Kiss in the Corners by Joanna Ho	The Extraordinary Gardener by Sam Boughton When Lola Visits by Michelle Sterling The Princess and the Pea by Rachel Isadora The Gigantic Turnip by Aleksei Tolstoy Mr Wolf’s Pancakes by Jan Fearnley The Gingerbread Man by Jim Aylesworth The Three Billy Goats Gruff by Henriette Barkow	Tadpole’s Promise by Jeanne Willis Bee by Patricia Hegarty Aaaarrgghh. Spider! By Lydia Monks Tad by Benji Davies Minibeast information books Beware of the Crocodile by Martin Jenkins Bog Baby by Jeanne Willis	Naughty Bus by Jan and Jerry Oke 100 Best Poems for Children I am the Seed that Grew the Tree Jabari Jumps by Gaia Cornwall Carmela Full of Wishes by Matt De La Pena Julian is a Mermaid by Jessica Love Major Dizzy and Major Glad by Jan Oke

<p>Communication and Language</p>	<p>Understand how to listen carefully. Know why listening is important. Engage in story times and singing songs. Answer simple questions about themselves. Understand simple how and why questions. Follow simple instructions without visual cues.</p>	<p>Anticipates key events and phrases in rhymes and stories. Is able to retell simple stories Can describe how they carried out an activity or made a model. Describe events that have already happened (some accuracy in tense).</p>	<p>Listens to the opinion of others when in a small group. Can follow longer, more complex instructions. Is able to retell simple stories, occasionally exploring language and vocabulary from books with adults. Sometimes uses past, present and future tenses appropriately in speech.</p>	<p>Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events. Can respond to instructions with two or more parts. Expresses themselves using extended language drawing on new vocabulary. In sentences connectives are also beginning to be used such as 'because', 'or' and 'and'.</p>	<p>Conversations reflect basic 'back and forth' interaction. In a range of situations, begins to offer their ideas and simple explanations. In different play situations such as story-telling and role play, children develop their own narratives and explanations. Follows instructions involving several ideas and actions. More complex language structures are used to connect ideas or events, using new vocabulary accurately and in context.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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PSED	<p>Being Me in My World</p> <ul style="list-style-type: none"> Feelings and how we support others (introduction to Emotion Coaching) Settling into environment <p>E-Safety General safety</p>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> Exploring our homes and families Knowing how and why we are different Emotion Coaching: 'Flip Your Lid' <p>PANTs</p>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Emotion Coaching refresher <p>E-Safety General safety</p>	<p>Healthy Me</p> <ul style="list-style-type: none"> Emotion Coaching refresher <p>PANTs</p>	<p>Relationships</p> <ul style="list-style-type: none"> Emotion Coaching refresher <p>E-Safety General safety</p>	<p>Changing Me</p> <ul style="list-style-type: none"> Emotion Coaching refresher <p>PANTs</p>
Physical	<p>Physical Development – outdoor area and daily exercises</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ol style="list-style-type: none"> lining up and queuing mealtimes 	<p>Real PE</p> <p>rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Develop the overall body 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.</p>	<p>Real Gym</p> <p>Moving the body in creative ways, e.g. in the way of different animals, clothes in a washing machine etc.</p> <p>Performing one leg balances on and off the apparatus.</p> <p>Learning how to use the apparatus safely.</p> <p>Creating a sequence of movements and balances on and off the apparatus.</p>	<p>Real Dance</p> <p>Listening to the music and moving creatively.</p> <p>Working in pairs and small groups to combine movements and create dance sequences.</p> <p>Moving bodies in different ways, creating a variety of shapes and balances.</p>	<p>Athletics/Sports Day</p> <p>Sports Day practise – developing sports skills and running. Learning how to work as a team and participate in a competitive event. Develop skills for specific events, e.g. quick feet over the ladder and javelin throwing.</p>	<p>Outdoor Games</p> <p>Practising throwing and catching as part of team games, e.g. rounders.</p> <p>Introduction to tri-golf.</p>
<p>Develop the overall body 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.</p>						

Literacy	<p>Mark making opportunities and writing patterns in a range of mediums.</p> <p>Writing initial sounds and simple captions. Use initial sounds to label characters / images. Children will begin to write letters from their names. Name writing practice.</p> <p>Introduce noticing, feelings and hearing lens. Share talk sentences. Share scribed a sentence linking to the lenses. Model writing a simple sentence using lenses.</p>	<p>Identifying sounds in CVC words and labelling CVC word pictures. Practising letter formation. Writing tricky words learnt. Practising to orally segment and blend words before writing. Introduce smelling, action, asking, touching, tasting, imaginative thought lenses. Link to sentence writing. Introduce capital letters and full stop.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Form lower-case letters correctly.</p> <p>Label a picture using phoneme and digraph phonics knowledge. Choose a lens and verbalise a sentence related to that lens (record with support).</p>	<p>Write some letter groups (graphemes) that each represent one sound and say sounds for them (in short words).</p> <p>Choose a lens and record a simple sentence related to that lens. Record one or two simple sentences linked to a real event (e.g. school trip) and connecting to the lenses.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Write a simple set of instructions and link to the lenses.</p> <p>Record simple sentences linked to the ‘senses’ lenses (noticing, hearing, smelling, tasting, touching)</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Form capital letters correctly.</p> <p>Use the lenses to record a simple story (with support) linked to the inquiry.</p>
Phonics (Little Wandle)	<p>s a t p is, l, the i n m d g o ck ck e u r h b f l</p>	<p>ff ll ss j put pull full as v w x y and has his her z, zz, qu go no to into sh, th, ng, nk she push he of plurals –s -es we me be</p>	<p>ai ee igh oa oo oo ar or was you they er ow oi ear my by all air er are sure pure double letters longer words</p>	<p>review phase 3 2 or more digraphs longer words words ending –ing compound words words with –s in the middle</p>	<p>cvcc said so have like ccvc some come love do ccvcc, cccvc, cccvcc were here little says there when what one -ing, -ed, -est, out today</p>	<p>long vowel sounds phase 4 endings root words plural words longer words</p>

Mathematics	<p>Explore each number to 10</p> <p>Counting songs</p> <p>Counting forwards and backwards</p> <p>Identifying groups more/less/the same</p> <p>Everyday language to describe pattern</p> <p>Describe and compare measures</p>	<p>Addition and subtraction within 5</p> <p>More and less than</p> <p>Equal groups</p> <p>Number formation</p> <p>Counting objects in pictures</p> <p>Ordering numbers</p>	<p>Counting of groups of objects</p> <p>Subitising up to 3</p> <p>Number bonds to 5</p> <p>Finding half</p> <p>Sharing</p>	<p>Recording number sentences</p> <p>Addition and subtraction to 10</p> <p>Number bonds to 10</p> <p>Order 3 or more measures</p>	<p>Number bonds to 5 and 10</p> <p>Greater than/Less than</p> <p>Addition and Subtraction</p> <p>Patterns – shape pattern and building patterns with 3 or 4 colours.</p> <p>Shape</p>	<p>Doubles</p> <p>Subitising to 5</p> <p>Verbally counting to 30</p> <p>Noticing patterns in number to 30</p> <p>Creating number lines</p> <p>Equal groups</p>
Understanding the World	<p>Name and describe people who are familiar to them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Talk about members of their immediate family and community.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Understand that some places are special to members of their community.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>

R.E		Who was Jesus?	What might you see at a festival/	Who made the world?	What happens in a church?	What is a miracle?
Expressive Arts and Design	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses.	Children and talk about dance and performance art, expressing their feelings and responses. Create collaboratively, sharing ideas, resources and skills	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Develop storylines in their pretend play.	Explore and engage in music making and dance, performing solo or in groups.	
Whole School Events		Christmas Play Christmas Singing Community Lunch Parental Involvement Session		Book Week Parental Involvement Session		Sports Day Science Week Parental Involvement Session