



# Year R

## Curriculum Map

### Spring Term

# 2024

believe  
achieve  
succeed

### Communication and Language

- To be able to talk about what we see using a wide vocabulary.
- To be able to retell a story such as a traditional tale.
- To answer questions beginning with 'what...?' and 'why...?' about their stories.
- To be able to talk about familiar books.
- To know many rhymes.
- To enjoy listening to longer stories and remember much of what happens.
- To engage in extended conversations about stories to learn new vocabulary.

### Physical Development

To continue to develop gross motor skills (large body movements) and fine motor skills (involving small muscles such as hands and fingers) through our engaging environment and adult initiated activity. E.g. one handed equipment such as scissors and paintbrushes, weaving using ribbon or threading beads and attaching things with treasury tags or paper clips.

#### PE

Throwing and catching overarm and underarm, hitting a target. Controlling a ball with your feet. Balancing and moving with control on the wall bars and ropes as well as platforms, benches and balance beams. Using core muscles to hold a balance in place.

### Personal, Social and Emotional

Friendships and dealing with conflict: Children will learn about sharing and resolving conflict in acceptable ways.

The children will learn ways to regulate their emotions and how to ask for help.

Healthy diets: Children will learn about making healthy food choices and the importance of balance in what they eat.

### Understanding the World

- Use a paint programme (idoodle) to create an image.
- We will look at similarities and differences in celebrations by exploring Hinduism, Islam, Christianity, Lunar New Year
- Show interest in different occupations and ways of life.
- Continue to develop positive attitudes about the differences between people.
- Begin to understand the need to respect and care for the natural environment, and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Look at plants and animals and what they need to grow and thrive.

### Expressive Arts and Design

- Move to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.
- Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.
- Explore art techniques through nature, music and collaborative work. making collages and transient art.
- Threading and weaving techniques to create an end product.

### Maths

- Continue to develop their subitising skills - instantly knowing how many there are in a small set of objects without counting them.
- Begin to identify which pairs of numbers make 5.
- Explore the structure of the numbers 6 and 7 as '5 and a bit'
- Focus on equal and unequal.
- Sort odd and even numbers.
- Continue to develop their understanding of the counting sequence.
- Order numbers and play track games such as snakes and ladders..
- Join in with verbal counting beyond 20.
- Compare mass and capacity.
- Length and Height.
- Time.
- Naming 2D and 3D shapes.

### Literacy

- Learning new sounds in phonics lessons.
- Reading three times per week with an adult through Little Wandle guided reading sessions.
- Practising the correct formation of letters r,n,m,h,p and then c,o,a,d,g,q
- To begin to write simple sentences
- To read common exception words (words that cannot be sounded out) such as the, so, to.
- To spell words by identifying the sounds and then writing the sound with letter(s).