

# Year R

## Curriculum Map Autumn Term

# 2024

believe  
achieve  
succeed

### Understanding the World

- Sequencing events.
- Discussing how we have changed since birth.
- Discussing our families and communities.
- Thinking about our bodies.
- Autumn and the seasons.
- Diwali.
- Remembrance Day.
- The Christmas Story.
- Typing my name .
- People who help us in our community

### Communication and Language

- Listening and attention skills
- Asking and answering 'what' questions
- 1:1 discussions
- Retelling a story

### Physical Development

- Changing direction
- Moving in time to music
- Exploring different ways of moving
- Scissor skills
- Chopping with a knife
- Doing up zips
- Writing position
- Writing our name

**Our PE sessions are on a Friday and children will wear PE kit to school.**

### Personal, Social and Emotional

- Class rules
- Emotional regulation using colours
- Sharing interests
- Identifying feelings
- Importance of exercise
- School rules and values
- Listening to others
- Responsibility

### Expressive Arts and Design

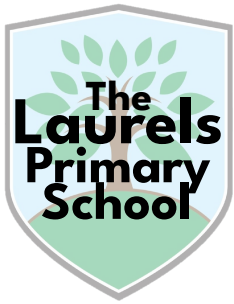
- Create simple observational drawings of ourselves and people who are important to us.
- Talk about ideas and explore different ways to record them using a range of media.
- Making verbal plans and material choices.
- Developing a junk model.
- Using knowledge from exploration to inform design.
- To know that there are special songs we can sing to celebrate events.

### Maths

- Say the correct number word when I see number symbols 0-10.
- Order numbers 0-5.
- Match the number symbol with a group of up to 10 objects.
- Sort shapes
- Discuss patterns
- Discuss daily timetable including day, date and month
- Compare two groups and understand that bigger does not always mean more.
- Say that groups are equal by counting them and reaching the same number.
- Add by combining groups.
- Recall number facts within 5 e.g. 1+1, 2+1
- Take objects away and say how many I have left, within 5.
- Begin to know one less in number.
- Embed our shape and pattern knowledge.

### Literacy

- Recognise phase 2 sounds and blend simple words independently.
- Recognise the tricky words I, is, no, go, into, we, me, be, he, she, of, has.
- Drawing & labelling.
- Ordering letters in our name.
- Writing our name.
- Join in with rhyming stories, finishing the phrase.
- Retelling familiar stories.
- Begin to discuss how characters are feeling and what they may be thinking.
- Segment and write simple words with support at first and then independently e.g. hat, dog, pen.
- Children will begin reading phonetically matched books from the Big Cat series



# Year R

## Curriculum Map

### Spring Term

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### 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.

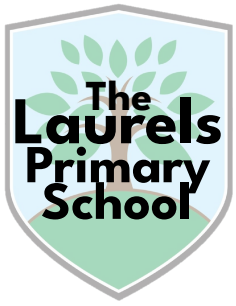
Reading three times per week with an adult through Little Wandle guided reading sessions.

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).



# Year R

## Curriculum Map Summer Term

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### Communication and Language

- To use a wide range of vocabulary.
- To be able to talk about what they see using a wide vocabulary.

### Physical Development

In PE lessons we will be preparing for sports day - running races, javelin throw, long jump.

Games

participate in simple throwing and catching or football passing team games, using skills taught.

Children will 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.

### Personal, Social and Emotional

Lessons will cover tooth brushing, good sleep routines and daily hygiene.

Children will learn about safely crossing the road and safety around roads.

Children will learn about keeping their bodies safe and who to talk to if they don't feel safe.

Children will learn about beach pollution and how to keep the beaches clean and safe for themselves and the animals that live there.

### Understanding the World

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.

Begin to make sense of their own life story, and family history.

Continue developing positive attitudes about the differences between people.

Learn about places of worship: church, mosque, synagogue, temple.

We will read and discuss stories from religious texts with moral meaning.

### Expressive Arts and Design

Exploring the sculptural qualities of malleable materials and developing the use of tools and joining techniques; to designing and making clay sculptures

We will learn about the different features of boats and ships to build our own.

We will learn how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments.

Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.

### Maths

#### Number

- continue to develop counting skills
- explore a range of representations of numbers
- compare quantities and numbers
- continue to identify when sets can be subitised /counted
- develop conceptual subitising skills

Children will begin to learn about spatial reasoning to support mapping skills.

### Literacy

Develop phonological awareness so that they can spot and suggest rhymes. Spell words by identifying sounds in them and representing the sounds with a letter or sounds.

Write recognisable letters, most of which are correctly formed.

Write simple phrases and sentences that can be read by others.

Anticipate key events in stories.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.