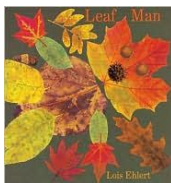
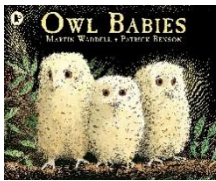
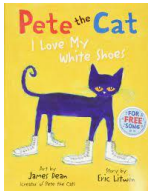


# Year R Curriculum Overview 2021-2022



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Main theme/ area of investigation</b></p> <p><b>Topics</b></p>	<p>Settling in Baseline</p> <p>Nursery Rhymes</p> <p>Harvest/ Autumn</p>	<p>Marvellous Me</p> <p>Winter/ Christmas and Celebration</p>	<p>What's in the egg? Dinosaurs</p> <p>Healthy Me and Keeping Healthy</p>	<p>People who help us</p> <p>Spring/ Easter Growing and New Life</p>	<p>Up the Beanstalk Traditional Tales</p> <p>Minibeasts</p>	<p>Creepy Crawlies</p> <p>Jungle Animals</p> <p>Under the Sea</p>
<p><b>Our Core Texts Include</b></p>  <p>Here is a selection of the books which are linked to our topics and shared with the children throughout the year.</p>						





Dear Mother Goose

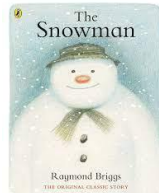
Various Nursery Rhymes

The Little Red Hen

Owl Babies

Pumpkin Soup

Leaf Man



The Body Book

All about Me ABC

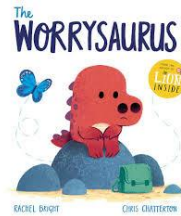
My Amazing Body

When the Teddy Bears Came

Nativity Story

Stickman

The Snowman



How to grow a Dinosaur

Mad about Dinosaurs

Dinosaurs love Underpants

Harry and a bucketful of Dinosaurs

Dear Dinosaur T. Rex on Tour

Real Superheroes

People who help us

The Zoo Vet

The Jolly Postman

Teeny Tiny Tadpole

Easter Story

Jack and the Beanstalk

Jaspers Beanstalk

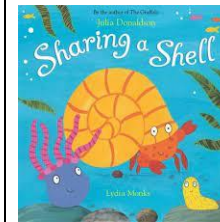
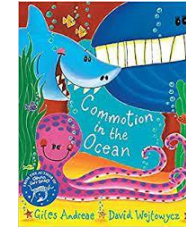
Jim and the Beanstalk

Growing Mr Green head

Enormous Turnip

Supertato

Mad about Minibeasts



Hungry Caterpillar

Bad Tempered Ladybird

Rumble in the Jungle

Giraffes Can't Dance


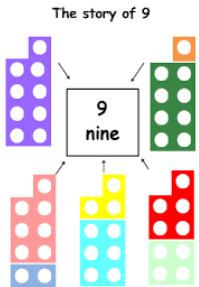
Night Monkey Day Monkey






Someone Swallowed Stanley


Commotion in the Ocean






Sharing a shell

<p><b>Phonics</b></p> <p><b>Word Recognition</b></p>  <p>Sounds and words taught that term</p> <p>Sounds previously taught that are still revised</p>	<p>To recognise their name</p> <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>To recognise taught Phase 2 Tricky Words (is I the)</p>	<p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>To recognise taught Phase 2 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p> <p>To read compound words</p> <p>To read sentences</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with short vowels and adjacent Consonants CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To continue to read longer words</p> <p>To continue to read compound words</p> <p>To read words</p>
--	---	--	---	---	--	---

			containing Tricky Words and digraphs  To read books matching their phonics ability	suffixes (-ing, -ed /t/, -ed /id/, -est) To read longer sentences containing Phase 4 words and Tricky Words  To read books matching their phonics ability	ending in suffixes (-ing, -ed /t/, -ed /id/, -est, s,/s/, -s /z /, -es To read longer sentences containing Phase 4 words and Tricky Words  To read books matching their phonics ability
<b>Writing</b>  	<p>To be able to copy and write their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds of words when labelling</p> <p>To begin to write CVC words using taught sounds</p>	<p>To orally rehearse and begin to write captions using taught sounds</p> <p>To begin to write simple phrases and/or sentences using fingers spaces</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To be able to write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>		
<b>Maths</b>  	<p><b>Number and Place Value</b> <b>Numbers to 5</b> Subitising Comparing groups within 5 Comparing quantities of identical objects / non identical objects</p> <p><b>Addition and Subtraction</b> Change within 5 One more / one less</p> <p><b>Number and Place Value</b> Numbers 4, 5, Subitising Early doubling</p>	<p><b>Number and Place Value</b> <b>Numbers 6, 7, 8</b> Making Pairs / Combining different Groups</p> <p><b>Numbers 9, 10</b> Building 9 and 10</p> <p>Early doubling Subitising</p> <p><b>Shape</b> 2D / 3D Shape</p>	<p><b>To 20 and Beyond</b> Building numbers beyond 10 10-15</p> <p><b>Counting patterns beyond 10</b></p> <p><b>Patterns</b> Making more complex pattern Find my pattern</p> <p><b>Number</b> Numbers 16, 17, 18, 19, 20 Halving, doubling, sharing Subitising</p>		

	<b>Time</b> First / then / now Spatial thinking and shape 2D / 3D Shape Creating patterns		<b>Numbers 7, 8, 9, 10</b> Halving Doubling Sharing Subitising		<b>Measure</b> Length,, Weight, capacity	
<b>Communication and Language</b> 	Throughout the year pupils will develop skills in speaking and listening. These include following instructions, listening to stories, participating in circle times, class and small group discussions.  There are also many opportunities for retelling stories with puppets as well as presenting to peers and adults.					
<b>Personal Social and Emotional Development</b> 	Settling into school, Making friends and establishing relationships, Understanding our different emotions and being able to regulate them and ourselves, Children will learn the importance of hand washing and Oral hygiene and managing themselves.	Continue to develop relationships, Turn taking and playing games respectfully with others, Understanding differences between people,	Developing levels of independence and concentration Being able to manage self Transition preparing to move into Year 1			
<b>Physical Education</b>  <b>Gross Motor</b> 	Early years and Key stage 1  Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>					
Dance (nursery rhymes and action songs and games)		P.E Circle Games and team Games	Object Control  Gymnastic Skills	Levels and direction  Gymnastic Skills	Athletics  Sports Day Prep	Team Games  Animal dance/Yoga
<b>Fine Motor</b> 	Throughout the year the pupils will develop a secure pencil hold, know how to use scissors effectively, use a selection of tools correctly including a knife and fork.  We do various exercises to strengthen hands including: core strengthening exercises, treading, weaving, pegging, hammering and tweezer activities.					

<p><b>Understanding the World</b></p> <p>The children are not limited to just These experiences. They will be regularly reviewed depending on cohort and will be flexible to react to child interest and events.</p> <p>Continuous provision examples: Natural materials indoors and outdoors to explore, stone collections, various construction, games, sensory tuff trays, classroom IWB, ipads, desktop, beebots.</p>	<p>Building a wall for Humpty Dumpty</p> <p>Sticking Humpty together again</p> <p>Autumn walk and explore seasonal Autumn changes</p> <p>Leaf study</p> <p>Mud Kitchen Investigation</p> <p>Learning about animals that hibernate</p>	<p>Studying our families and Ourselves.</p> <p>Investigating and learning different houses</p> <p>Using maps and directions with the Bee Bots</p>	<p>Fossil dig</p> <p>Volcano experiment</p> <p>To know the difference between herbivores, omnivores and carnivores (dinosaur sort)</p> <p>To learn about Mary Anning the palaeontologist as a person in history</p>	<p>Investigating different fabric to test for suitability for a uniform (is it waterproof? Reflective?)</p> <p>Spring walk – seasonal changes including weather check</p> <p>Having frogspawn and watching them grow into tadpoles</p> <p>Life cycle of a frog</p>	<p>Planting a runner bean seed</p> <p>Investigate what is needed for plants to grow?</p> <p>Setting up “Mr Greenhead” growing a pot of grass</p>	<p>Watching the caterpillars change into butterflies</p> <p>Life cycle of a butterfly</p> <p>Minibeast hunt</p> <p>Where in the world is the jungle?</p> <p>Look at different climates and animal adaptation</p> <p>Pollution in the sea</p>
<p><b>Music</b></p> 	<p>Learning and singing various nursery rhymes</p>	<p>Learning and performing songs for a Christmas production</p>	<p>Composing a dinosaur song with different percussion instruments</p>	<p>Learning about the beat within a tune and identifying the pulse in a piece of music</p>	<p>Learning about different rhythms and using them in storytelling. Jack and the Beanstalk</p>	<p>Exploring dynamics and tempo and how different animals can be represented</p>

<p><b>Expressive Arts and Design experiences</b></p>  	<p>Hand print of Incy Wincy</p> <p>Autumn tree finger painting</p> <p>Making a leaf sun catcher</p> <p>Leaf printing</p> <p>Leaf rubbing</p>	<p>Self portraits</p> <p>Firework Painting</p> <p>Snowman pictures</p> <p>Christmas card</p> <p>4 Season Calendar</p> <p>Pipe cleaner decorations</p>	<p>Dinosaur collage pictures</p> <p>Dinosaur skeleton pictures using pasta or earbuds</p> <p>Dinosaur stencilling and tracing</p> <p>Salt dough modelling of dinosaur fossils</p> <p>Chinese New Year crafts</p>	<p>Junk Modelling of an emergency vehicle</p> <p>Easter Crafts</p> <p>Making chocolate nests</p>	<p>Underground/ over ground vegetable printing</p> <p>Creating a superhero veggie</p>	<p>Butterfly symmetry painting</p> <p>Flower garden pictures with cupcake cases</p> <p>Making Jelly fish</p> <p>African Art Creating a sunset with an African animal silhouette</p>
<p><b>RE Concept</b></p> 		<p>Celebrating Birth -</p> <p><i>Christmas Story</i></p>	<p>Special Clothes</p> <p><i>Dressing for occasion</i></p>	<p>Symbol of New Life</p> <p><i>Easter</i></p>	<p>Remembering <i>Janmashtami</i></p> <p><i>(Krishna's Birthday)</i></p>	<p>Following Rules</p> <p><i>Noah's Ark</i></p>
<p><b>Characteristics of Learning</b></p> <p>The characteristics of learning are taught through our three captains. They are taught throughout the year during different learning activities and are the focus of our continuous provision.</p>						
<p><b>Captain Can Do</b></p> <ul style="list-style-type: none"> <li>We keep on trying and never give up</li> <li>We are involved and concentrate</li> <li>We enjoy achieving what we have set out to do</li> </ul> 		<p><b>Captain Explore</b></p> <ul style="list-style-type: none"> <li>We use our imagination</li> <li>We try new things</li> <li>We are always willing to "have a go"</li> </ul> 		<p><b>Captain Think</b></p> <ul style="list-style-type: none"> <li>We have our own ideas</li> <li>We make links in our learning</li> <li>We think of different ways to do things!</li> </ul> 