**Year R Curriculum Overview 2021 – 2022**

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| A picture containing text, clipart  Description automatically generated | | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Topic Theme | | | Me Myself and I  *Personal Social & Emotional development* | Shine Star Shine  *Communication & Language, Expressive Arts & Design* | The Big Top  *Physical Development, Understanding the world – people and communities* | Adventures at Sea  *Expressive Arts & Design, Understanding the world – The natural world* | Growing and Changing  *All areas* | |
| Dragon Value | | | Introduce all dragon values with activities to help the children show these values | Independent Isaac  Challenge Charlie  Creative Christophe | Teamwork Trio  Resilient Ruby  Safety Smartie | Challenge Charlie  Creative Christophe  Independent Isaac | All Dragon Values | |
| Motivation (Why this topic) | | | To get to know one another and begin to feel they are part of our school community. | To grow in confidence to perform in front of others, and to be creative with stars linking to the Nativity theme. | To gain resilience in trying to achieve challenging circus tricks and learn about a community that is different from their own. | To find out about wildlife under the sea (our local environment -Portsmouth being by the sea) and be creative in making representations of creatures. | To find out about how animals and plants grow and change and relate that process to how we grow and change, in preparation for moving up to Year 1. | |
| Outcome (End Product) | | | Sharing their “All about Me” poster with the class, speaking about themselves in positive terms. | Nativity performance to parents and to other year groups. | Circus performance to parents and class circus with tickets and popcorn | Sea Life Art Gallery in classrooms to show collages, paintings and clay models of sea creatures. Take clay models home. | Children take home their Learning Journeys (Discovery Books) at the end of the year, showing their progress and experiences throughout the year.  Transition days to Year 1. | |
| Hook/Educational Trips | | | Meeting the value dragons | Pantomime theatre group comes to school | Circus man comes to school to teach the children circus tricks | Trip to Blue Reef Aquarium | Living eggs hatching into chicks in school | Travelling farm visits the school OR trip to Longdown Activity Farm |
| Texts | | | “Come along Daisy” | “How to catch a star” | “Giraffes can’t dance” | “Commotion in the Ocean” | “The little red hen” | “The enormous turnip” |
| Personal, social and emotional development (PSHE) | | Self-regulation | Class rules and routines  Friendship potions  Regulating feelings – breathing wands  Everyone is different and special  Intro the Value Dragons  Getting changed for PE | Confidence to perform in front of an audience. (Nativity)  Watching a professional theatre pantomime. | Recap everyone is different and special.  Sharing and turn taking while using circus equipment. Encouraging others when they are finding it tricky. | Trip out of school – Aquarium – following special trip rules to keep us safe. | How to take care of living things | Transition activities including feelings |
| Managing self |
| Building relationships |
| Literacy | | Comprehension | Listening attentively to stories  Responding to a story – fav part.  Story time with vocab including “Words of the week”. | Topic related books for shared reading including vocabulary and information retrieval questions. Learning the terms for the different parts of a book (spine, cover, page, title, blurb, author, illustrator) | Topic related books for shared reading including vocabulary and comprehension questions. | Topic related books for shared reading including vocabulary and comprehension questions including some inference questions. | Topic related books for shared reading including inference questions. | Factual topic related books for shared reading including fact retrieval questions. |
| Word reading | Recognising their own name | Morning word reading for daily practise of decoding and blending skills | Keywords – recognising keywords using flashcards and interactive games  Morning sentence for daily practise of decoding and blending | Morning sentence for daily practise of decoding and blending, including keyword recognition within a sentence. | Morning sentence for daily practise of decoding and blending, including digraphs and keyword recognition within a sentence. | Morning sentence for daily practise of decoding and blending, including digraphs and keyword recognition within a sentence. |
| Writing | Opportunities to make marks on a writing wall that have meaning to them.  Practise writing their own name.  Rhyme time – tuning in to similar sounds and recognising rhymes (in preparation for segmenting later). | Begin learning single letter sounds, with application after satpin.  Using segmenting skills to write cvc words using sounds they have learnt so far.  Genre/writing opportunities – writing lists for a purpose (e.g. what would you take with you in a rocket? / how would you catch a star? / what would you wish for? / Christmas list)  - Ordering instructions for how to catch a star using time words. | Continue learning single letter sounds with application.  Using segmenting skills to write cvc and some cvcc/ccvc words. Begin to write captions using finger spaces.  Genre/writing opportunities – writing captions for a purpose (e.g. what circus skill do you want to get better at?)  - Innovate a story. Create own picture story map and use story language to orally tell own version of Giraffes Can’t Dance (change to a circus trick). | Complete learning single letter sounds with application.  Using capital letters, full stops and finger spaces to begin to write a sentence using phonic knowledge.  Genre/writing opportunities – facts. What is a fact? Write a fact about a sea creature.  - adjectives. What is an adjective? Use adjectives to describe a sea creature. | Begin learning digraphs with application.  Using capital letters, full stops and finger spaces to write a sentence using phonic knowledge including digraphs and some keywords.  Genre/writing opportunities –using time words to order a chick life cycle, using adjectives to describe a chick. | Continue learning digraphs with application and begin to learn split digraphs.  Using capital letters, full stops and finger spaces to write a sentence using phonic knowledge including digraphs, some split digraphs and keywords.  Genre/writing opportunities – using adjectives to describe fruit and veg |
| Maths | | Number | Number songs  Number puzzles  Exploring amountness of 1 and 2. | Counting carefully up to 5 objects and stopping when they get to the target number.  Looking at amountness of 1-5 and arranging them in different ways, recognising that the amount is still the same.  Using the part whole model to explore composition of 3,4,5  Subitising 1-3 | Addition, one more  Subitising 1-5  Number bonds to 5  Counting carefully up to 10 objects, whether movable or stationary, in a line or scattered.  Exploring amountness of 6 -10, making different arrangements.  Number formation to 10 | Subtraction, one less  Number bonds to 10  Conceptual subitising  Explore the equals sign | Composition and partitioning of numbers and shapes  Inverse relationships | Conceptual subitising  Partition and recombine amounts in different ways  Explore comparing length, height, weight, capacity, using the correct language |
| Number patterns | Explore Numicon shapes in their play | Recognising numerals and ordering 1-5  Recognising numicon shapes and ordering 1-5 | Pattern (in shapes as well as numbers)  Odd/even numicon shapes  Recognising and ordering numicon shapes and numerals up to 10 | Pattern (arranging numbers as shapes, e.g. 4 and 9 objects can be arranged as square shape patterns so they are called square numbers) | Doubling and halving (recognising the pattern of what happens with odd and even numbers)  Counting in twos  Recognising teen numbers are “10 and something” – use numicon and number cards to explore the pattern. | Explore patterns in numbers, shapes, actions and rhymes/song lyrics  Recognising the pattern of numbers in counting beyond 20. |
| Communication and Language | | Listening, attention & understanding | Listening games | Listening with sustained attention to the Pantomime performance and be able to say a response to the performance that shows understanding. | Listening to instructions (to learn circus skills) and show understanding by attempting to perform them correctly. | Listening with sustained attention to information about sea creatures and showing their understanding by asking questions and recounting facts. | Listening with sustained concentration to stories and show understanding by answering comprehension questions. | Listening with sustained concentration and interest to factual books about farm animals, plants and life cycles and show understanding by asking and answering questions. |
| Speaking | Expressing their needs and wants  Model useful social phrases | Speaking in sentences  Speaking in front of an audience | Speaking in sentences about circus life  Performing circus skills in front of an audience | To say a fact about a sea creature | To explain and describe what happens to a chick when it hatches and grows. | To explain what a plant needs in order to grow.  To speak about their own feelings about moving up to Year 1 in full sentences. |
| Understanding the World | | Past & Present (History) | Introduce class calendar and change the date daily, using time words “yesterday, today, tomorrow”.  Sing days of the week and months of the year songs. | Look at the nativity costumes and pictures of the nativity story. Talk about the clothing they wore then and compare it to the clothing we wear now. ` | To talk about the timeline of events of the day (what they do in the morning/afternoon/evening) and to create their own picture timeline. Make a picture timeline of the school day using pictures from the class pictorial timetable. | Sorting pictures of ships from the past and present, looking at ships that have been in Portsmouth. Talk about and describe the ships – what is similar/different? Which ones look new/old? | Using time words first, then, next and finally to order the life cycle of a chick.  Order the life cycle of a human – baby, toddler, child, teenager, adult, elderly/grandparent. Talk about what they couldn’t do as a baby and what they can do now. | Talking about past experiences this year in Foundation – what did you enjoy and what are you looking forward to? Use past and future tenses correctly. |
| People, Culture & Communities  (RE & Geography) | Circle time – talk about themselves, their favourite things and their families. | RE - Learn about the Nativity story and draw a response to the story. | Learn about the different jobs in a circus. Which circus act would you like to do and why? | Draw a map of the outside classroom and hide some treasure for a friend to find – “x marks the spot”. | Learn about the process of making bread and life on a farm from the story of the Little Red Hen. | Learn more about life on a farm from the Farm Visit. |
| The Natural World  (Science) | Materials – using the story of the Three Little Pigs, talk about which materials are best for building. Using different construction materials, build a house for the Three Little Pigs.  Build a strong bridge for the Three Billy Goats Gruff. | Sky, stars and space  Make a cloud in a jar  Seasons – learn about the seasons and weather. | Look at patterns in the environment and patterns in a circus. | Melting and freezing - toy sea creatures in ice cubes  Floating and sinking – make boats out of different materials (inc plastic construction materials, paper, card, tissue paper) and predict which will float/sink. | Naming old and young farm animals, order the life cycle of a chick, learn to look after animals (the chicks).  Plant flower seeds in the outside classroom (in preparation for watching them grow and watering them next half term). | What does a plant need to grow? Watch youtube clips of plants growing. Grow cress. |
| Expressive Arts & Design | Creating with materials  (Art & DT) | | Art -Self portraits (draw/paint)  Holding a pencil correctly  Holding a paintbrush correctly  DT -Creating construction models | Starry night by Van Gough  Mark making starry night pictures  Autumn craft afternoon | Explore printing  Printing circus patterns | Sea creature collages and clay models | Little red hen collage | Explore different ways of using paper – flower collage  Vegetable printing |
| Being Imaginative & Expressive  (Music) | | Music routines.  Self-confidence – voice control and following instructions.  Beginning to learn a repertoire of songs. | Dynamics – loud and quiet dinosaurs.  Following pictures and making simple picture patterns notation.  Learning a repertoire of songs to perform in the Nativity. | Tempo – drums and junk drums – slow medium and fast using picture patterns.  Control of sounds. | Creative sounds – Pirates instructions and sounds to go with a story. | Rhythms – introduce characters to tap out rhythms with their names (Oscar, Henrietta, Nicholas, Joe)  Rhythm games. | Composing with sounds using own symbols, using large and small versions of each symbol for loud and quiet of each type of sound. |
| Physical Development | Gross motor skills | | Outside classroom – bikes, climbing equipment, using the space safely | BEAM sessions  Outside classroom | BEAM sessions with circus skills  Outside classroom | BEAM sessions with travelling like different sea creatures games/ music  Outside classroom | Outside classroom | BEAM sessions with movement – “plants can’t sit still” book |
| Fine motor skills | | Name writing, holding a pencil or paint brush correctly, coat zips, jigsaws  Creating models using construction materials, manipulating small objects e.g. lego bricks. | Using scissors correctly  Hand gym activities to strengthen grip in preparation for handwriting. | Handwriting – begin to learn correct formation of precursive letter shapes, curly club letters  Number formation | Handwriting – continue to learn correct formation of precursive letter shapes, stick club letters, odd club letters  Using modelling clay including the use of clay tools. | Handwriting – keywords using correct precursive letter formation. | Handwriting – sentences using finger spaces correctly as well as precursive letter shapes.  Using fingers in different ways to form paper techniques for collage – twisting, tearing, pinching, scrunching. |
| Spanish | | |  |  |  |  |  |  |