**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 IsaacChallenge CharlieCreative Christophe | Teamwork TrioResilient RubySafety Smartie | Challenge CharlieCreative ChristopheIndependent 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 routinesFriendship potionsRegulating feelings – breathing wandsEveryone is different and specialIntro the Value DragonsGetting 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 storiesResponding 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 gamesMorning 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 songsNumber puzzlesExploring 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 3,4,5Subitising 1-3 | Addition, one moreSubitising 1-5Number bonds to 5Counting 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 lessNumber bonds to 10Conceptual subitising Explore the equals sign | Composition and partitioning of numbers and shapesInverse relationships | Conceptual subitisingPartition and recombine amounts in different waysExplore comparing length, height, weight, capacity, using the correct language |
| Number patterns | Explore Numicon shapes in their play | Recognising numerals and ordering 1-5Recognising numicon shapes and ordering 1-5 | Pattern (in shapes as well as numbers) Odd/even numicon shapesRecognising 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 twosRecognising teen numbers are “10 and something” – use numicon and number cards to explore the pattern. | Explore patterns in numbers, shapes, actions and rhymes/song lyricsRecognising 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 wantsModel useful social phrases | Speaking in sentencesSpeaking in front of an audience | Speaking in sentences about circus lifePerforming 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 spaceMake a cloud in a jarSeasons – 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 cubesFloating 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 correctlyHolding a paintbrush correctlyDT -Creating construction models  | Starry night by Van GoughMark making starry night picturesAutumn craft afternoon | Explore printingPrinting 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 sessionsOutside classroom  | BEAM sessions with circus skillsOutside classroom | BEAM sessions with travelling like different sea creatures games/ musicOutside 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, jigsawsCreating models using construction materials, manipulating small objects e.g. lego bricks. | Using scissors correctlyHand gym activities to strengthen grip in preparation for handwriting. | Handwriting – begin to learn correct formation of precursive letter shapes, curly club lettersNumber formation | Handwriting – continue to learn correct formation of precursive letter shapes, stick club letters, odd club lettersUsing 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 |  |  |  |  |  |  |