

Year R Curriculum Overview 2021-2022

| Year R                    | Autumn 1<br>All About Me   | Autumn 2<br>Diversity & Respect   | Spring 1<br>Creativity & Imagination  | Spring 2<br>Living things   | Summer 1<br>Fantasy  | Summer 2<br>History   |
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| Enquiry Question          | What makes me unique?  | How do we show respect?   | What can you see in the sky?  | Why should we care for living things?   | Why do we have kings and queens?   | How have we changed?  |
| Trips, visitors and hooks | Starting school<br>Proud to be me homework   | Birthday party<br>Christmas   | Space Station   | Longdown  | St George's Day<br>Dragon Egg discovery<br>Queen's Jubilee   | Fossil finds<br>Real Caterpillars   |
| RRS                       | 1, 9, 28, 30   | 2, 8, 14, 30  | 13, 16, 17, 34  | 6, 12, 24   | 7, 24, 34  | 28, 29, 31  |
| Safety and safeguarding   | Safety at home/ school<br>Know and name trusted adults<br>Being safe at school (introducing core value)<br>- Literacy<br>- PSHE<br>- UTW | Fire safety<br>Fire drill - what to do and why<br>Firework safety<br>- Literacy<br>- PSHE<br>- UTW/ EAD | Internet safety<br>Healthy screen use<br>Who can you trust<br>What to do if something goes wrong<br>- PSHE<br>- UTW | Stranger Danger<br>Being safe outside of school (trip preparation)<br>- PSHE<br>- UTW | Water safety<br>At home - hot and cold, baths<br>Outside - rivers, ponds, the sea, paddling pools<br>Swimming<br>- UTW<br>- PSHE | Summer safety<br>Staying healthy in the sun<br>How the sun can be dangerous<br>Protection from the sun<br>- UTW     |
| Key texts                 | Owl Babies, Little Red Hen, Goldilocks, What the Ladybird Heard  | Simon Sock, Elmer, Mixed, The Smeds and the Smoos<br>Handa's Surprise                                   | Whatever Next<br>The Marvellous Moon Map  | Farmyard Hullabaloo<br>Clem and Crab  | The Egg<br>George and the Dragon<br>Zog  | Tyrannosaurus Drip<br>Mad About Dinosaurs   |
| English                   | Retelling, labelling - words, maps   | Cards, invitations, instructions  | Captions, sentence starters   | Labelling - sentences   | Storytelling, story mapping & writing  | Non-fiction, reports  |
| Phonics                   | Phase 2  | Phase 2   | Phase 3   | Phase 3   | Phase 4  | Phase 4   |
|                           | s a t p<br>i n m d<br>g o c k<br>ck e u r<br>h b f l   | ff ll ss j<br>v w x y<br>z zz qu<br>sh th ng nk<br>Words ending with s                                  | ai ee igh oa<br>oo oo ar or<br>ur ow oi ear<br>air er<br>Double letters<br>Longer words                             | Revision of Phase 3<br>Longer words<br>Words ending with ing<br>Compound words        | Short vowels<br>cvcc ccvc<br>ccvcc cccvcc<br>Longer words<br>Compound words<br>Root words ending with ing/ed/est                 | Long vowels<br>cvcc ccvc<br>cccvc ccv ccvcc<br>Phase 4 words with s endings<br>Root words ending with ing/ed/est/er |

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| Tricky Words   | is I the  | put pull full as<br>and has his her<br>go no to into<br>she push he of<br>we me be                         | was you they<br>my by all<br>are sure pure   | Review all taught so far<br>Secure spelling  | said so have like<br>some come love do<br>were here little says<br>there when what one<br>out today                               | Review all taught so far<br>Secure spelling   |
| Maths  | Matching and sorting<br>Making comparisons –<br>amounts, size, mass,<br>capacity<br>Exploring patterns<br>123 – Representing/<br>Comparing/ Composition   | Circles & triangles<br>Shapes with 4 sides<br>Four and five<br>One more/ one less<br>Time<br>Zero          | Comparing numbers to 5<br>Composition of 4 and 5<br>Comparing mass and<br>capacity<br>Six, seven and eight<br>Making pairs<br>Combining 2 groups | Length and height<br>Time<br>Building 9 and 10<br>Comparing numbers to 10<br>Bonds to 10<br>3D shape | Pattern<br>Building numbers beyond<br>10<br>Counting patterns beyond<br>10<br>How many is 100?<br>Estimating<br>Spatial reasoning | Adding more<br>Taking away<br>Doubling<br>Sharing & Grouping<br>Even and odd  |
| People,<br>Culture and<br>Communities<br>Past and<br>Present | Our local area<br>Introduction to maps<br>(What the Ladybird<br>Heard)<br>Set up 'Our History'<br>timeline and add photos as<br>the year progresses to plot<br>key events. Refer back to<br>in CP.<br>All About Me posters<br>(home learning) | Halloween<br>Firework Night<br>Diwali<br>Birthdays<br>Christmas<br>Diversity and respect<br>Africa (Handa) | Revisit to maps (The<br>Marvellous Moon Map)<br>Chinese New Year<br>Earth, the solar system  | Country focus: New<br>Zealand International<br>Culture Day   | St George's Day<br>Queen's Jubilee<br>History - fairytale<br>imagery, long long ago...  | History – technology<br>Then and Now<br>Aspirations – when I<br>grow up<br>People Who Help Us<br>Look at own family<br>tree through photos.<br>Talk about own family<br>history (home learning) |

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| The Natural World | <p>Seasonal change – Autumn</p> <p>Autumn walk</p> <p>Change – porridge, dough, clay</p> <p>Observe an apple core</p> <p>Nocturnal animals</p> <p>Maps – use aerial map to locate familiar places</p> | <p>Seasonal Change – Winter</p> <p>Ice</p> <p>Bird feeders</p> <p>Planting bulbs</p> <p>Revisit map and show UK in relation to Africa (Handa)</p> | <p>Revisit map and zoom out to show other places – China and Earth, the Moon.</p> <p>Frosty walk</p>                                       | <p>Living things</p> <p>Lifecycles</p> <p>Seasonal change – spring</p> <p>Signs of spring walk</p> <p>Environmental focus – Clem and Crab</p> <p>Revisit map and plot UK, Africa, China, New Zealand. Compare differences.</p> <p>Science Week - growth (plants)</p> | <p>Magnets</p> <p>Cars and ramps</p> <p>Floating and sinking</p> <p>Water experiments</p> <p>How things work</p> <p>Explore natural materials (Andy Goldsworthy - artist study)</p>                  | <p>Changes over time</p> <p>Seasonal change – summer</p> <p>Explore shadows</p> <p>Revisit – lifecycles</p> <p>Occupations and career aspirations</p> |
| Art               | <p>Early mark making</p> <p>Drawing families</p> <p>Using playdough - rolling</p>   | <p>Colour mixing</p> <p>Self portraits</p> <p>Printing with vegetables</p> <p>Using clay &amp; playdough - rolling &amp; moulding</p>             | <p>Joining with tape (boxes, card, paper)</p> <p>Watercolour paint</p> <p>Painting details</p> <p>Leonardo da Vinci (class name study)</p> | <p>Joining different materials with glue – stick glue, PVA glue</p> <p>Observational drawing</p> <p>Using clay &amp; playdough - tools</p>   | <p>Joining with tape (boxes, card, paper), refining the skill, evaluating, adding details.</p> <p>Joining different materials with glue – stick glue, PVA glue</p> <p>Artist Study – Goldsworthy</p> | <p>Artist study – Kandinsky</p> <p>Artist study – Mondrian</p> <p>Using clay – fossil prints</p>  |
| Role Play         | <p>Doctors surgery</p> <p>Supermarket</p> <p>Home Corner – Goldilocks</p>   | <p>Home corner – Halloween, Party, Divali, Christmas</p> <p>Post Office</p>   | <p>Rocket, deconstructed – imaginative play</p>  | <p>Fruit and veg shop</p> <p>Garden centre</p> <p>Vets</p>   | <p>Castle, fairy tale cottage</p>  | <p>Baby clinic, school</p>  |
| Music             | <p>Me!</p> <p>Action songs and nursery rhymes</p>   | <p>My Stories!</p> <p>Introducing musical instruments to familiar songs</p>   | <p>Everyone!</p> <p>Innovating own action songs</p>  | <p>Animals</p> <p>Singing and instruments</p>  | <p>Big Bear Funk</p> <p>Transition to year 1</p>   | <p>Reflect, Rewind, Replay</p>  |
| PE                | <p>REAL PE CORE</p> <p>Unit 1- Personal</p> <p>Skill- Coordination: Footwork</p>  | <p>REAL GYM</p> <p>Unit 2- Social</p> <p>Skill- Dynamic balance to agility:</p>   | <p>REAL GYM</p> <p>Unit 3- Cognitive</p> <p>Skill- Dynamic balance: On a line</p>  | <p>REAL DANCE</p> <p>Unit 4- Creative</p> <p>Skill- Coordination: Ball Skills</p>  | <p>REAL PE CORE</p> <p>Unit 5- Physical</p> <p>Skill- Coordination: Sending &amp; Receiving</p>  | <p>REAL PE CORE</p> <p>Unit 6- Health &amp; fitness</p> <p>Skill- Agility:</p>  |

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|      | (FUNS station 10)<br>Static Balance:<br>One leg<br>(FUNS station 1)  | Jumping and Landing<br>(FUNS station 6)<br>Static Balance: Seated<br>(FUNS station 2)  | (FUNS station 5)<br>Static Balance: Stance<br>(FUNS station 4)   | (FUNS station 9)<br>Counter Balance: With a<br>Partner<br>(FUNS station 7)                                  | (FUNS station 8)<br>Agility: Reaction/Response<br>(FUNS station 12)              | Ball Chasing<br>(FUNS station 11)<br>Static Balance: Floor<br>Work<br>(FUNS station 3)   |
| PSHE | <p>Healthy Eating making links to mental wellbeing.</p> <p>Internet Safety</p> <p>Using devices with adult supervision/consent</p> <p>Not sharing personal information including photos</p> <p>Identifying trusted adult to ask for help at home, school and wider community</p> | <p>Families and People Who Care for Me</p> <p>Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>Identify the people who love and care for them and what they do to help them feel cared for</p> <p>Recognise who is safe to go to for help (trusted adults)</p> <p>Bullying</p> <p>Identify and describe hurtful behaviour and the impact of kindness</p> <p>Identify how to ask for help from a trusted adult in school and home if they need help with this</p> | <p>Being Safe<br/>(at home and in school)</p> <p>Manage their own personal hygiene</p> <p>Rules in school that keep us safe</p> <p>Who to go for help when we hurt ourselves</p> | <p>Respectful Relationships</p> <p>Managing problems with friends</p> <p>Recognising feelings in others</p> | <p>Healthy Lifestyles and Choices</p> <p>Describe what 'being healthy' means</p> | <p>Growing and Changing</p> <p>Recognising their body is their own</p> <p>Identify who it is safe to show their body to (household, school, doctors)</p> <p>Change, Loss and Grief</p> <p>Transition for Year 1</p> <p>Changing teachers and friendships</p> |