

Year R Curriculum Overview 2021-2022

Year R	Autumn 1 All About Me	Autumn 2 Diversity & Respect	Spring 1 Creativity & Imagination	Spring 2 Living things	Summer 1 Fantasy	Summer 2 History
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 Proud to be me homework	Birthday party Christmas	Space Station	Longdown	St George's Day Dragon Egg discovery Queen's Jubilee	Fossil finds 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 Know and name trusted adults Being safe at school (introducing core value) - Literacy - PSHE - UTW	Fire safety Fire drill - what to do and why Firework safety - Literacy - PSHE - UTW/ EAD	Internet safety Healthy screen use Who can you trust What to do if something goes wrong - PSHE - UTW	Stranger Danger Being safe outside of school (trip preparation) - PSHE - UTW	Water safety At home - hot and cold, baths Outside - rivers, ponds, the sea, paddling pools Swimming - UTW - PSHE	Summer safety Staying healthy in the sun How the sun can be dangerous Protection from the sun - UTW
Key texts	Owl Babies, Little Red Hen, Goldilocks, What the Ladybird Heard	Simon Sock, Elmer, Mixed, The Smeds and the Smoos Handa's Surprise	Whatever Next The Marvellous Moon Map	Farmyard Hullabaloo Clem and Crab	The Egg George and the Dragon Zog	Tyrannosaurus Drip 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 i n m d g o c k ck e u r h b f l	ff ll ss j v w x y z zz qu sh th ng nk Words ending with s	ai ee igh oa oo oo ar or ur ow oi ear air er Double letters Longer words	Revision of Phase 3 Longer words Words ending with ing Compound words	Short vowels cvcc ccvc ccvcc cccvcc Longer words Compound words Root words ending with ing/ed/est	Long vowels cvcc ccvc cccvc ccv ccvcc Phase 4 words with s endings Root words ending with ing/ed/est/er

Tricky Words	is I the	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	Review all taught so far Secure spelling	said so have like some come love do were here little says there when what one out today	Review all taught so far Secure spelling
Maths	Matching and sorting Making comparisons – amounts, size, mass, capacity Exploring patterns 123 – Representing/ Comparing/ Composition	Circles & triangles Shapes with 4 sides Four and five One more/ one less Time Zero	Comparing numbers to 5 Composition of 4 and 5 Comparing mass and capacity Six, seven and eight Making pairs Combining 2 groups	Length and height Time Building 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape	Pattern Building numbers beyond 10 Counting patterns beyond 10 How many is 100? Estimating Spatial reasoning	Adding more Taking away Doubling Sharing & Grouping Even and odd
People, Culture and Communities Past and Present	Our local area Introduction to maps (What the Ladybird Heard) Set up 'Our History' timeline and add photos as the year progresses to plot key events. Refer back to in CP. All About Me posters (home learning)	Halloween Firework Night Diwali Birthdays Christmas Diversity and respect Africa (Handa)	Revisit to maps (The Marvellous Moon Map) Chinese New Year Earth, the solar system	Country focus: New Zealand International Culture Day	St George's Day Queen's Jubilee History - fairytale imagery, long long ago...	History – technology Then and Now Aspirations – when I grow up People Who Help Us Look at own family tree through photos. Talk about own family history (home learning)

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 & playdough - rolling & 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 & 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 & Receiving</p>	<p>REAL PE CORE</p> <p>Unit 6- Health & fitness</p> <p>Skill- Agility:</p>

	(FUNS station 10) Static Balance: One leg (FUNS station 1)	Jumping and Landing (FUNS station 6) Static Balance: Seated (FUNS station 2)	(FUNS station 5) Static Balance: Stance (FUNS station 4)	(FUNS station 9) Counter Balance: With a Partner (FUNS station 7)	(FUNS station 8) Agility: Reaction/Response (FUNS station 12)	Ball Chasing (FUNS station 11) Static Balance: Floor Work (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 (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>