

# Year R Curriculum

2024-2025

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Respect	Respect	Perseverance	Perseverance	Curiosity	Curiosity
Themes/interests/lines of inquiry  (following UTW objectives)	<b>Marvellous Me</b>  All about me books – <i>myself, my family, my interests</i> Baby photographs in roleplay and on tapestry Feelings and Emotions – The Colour Monster Harvest-pumpkins School Value – new rules Hopes and Dreams	<b>Celebrations</b>  Autumn Halloween Remembrance Day Helping others – Children in Need Christmas	<b>A mysterious egg</b>  Winter Lunar New Year Weather Water /ice  Recap Hopes & Dreams	<b>Heroes and Villains</b>  Spring Frog Life cycle Healthy Eating Looking after ourselves Pancake day Easter Keeping healthy and safe Planting and gardening	<b>Down On The Farm</b>  Summer Life cycles- plant butterfly, mammal	<b>King of the Tiny Things</b>  Sports week Change/transition Past and present and future Reflection Story writing
Possible books to supplement:	The Colour Monster by Anna Llenas All About Me by Debbie MacKinnon and Anthea Sieveking Owl Babies by Martin Waddell The Proudest Blue by Ibtihaj Muhammad The Big Umbrella by Amy Jane Bates Pumpkin Soup by Helen Cooper Amazing Grace by Mary Hoffman	Wild by Emily Hughes  The Way Back Home by Oliver Jeffers Whatever Next By Jill Murphy  The leaf Thief-Alice Hemming Pumpkin soup by Helen Cooper The Jolly christmas	The Emperor's Egg by Martin Jenkins The Ugly Duckling by Jerry Pinkney And Tango Makes Croc Bird by Alexis Deacon Monkey Puzzle-Julia Donaldson Dear Zoo Rod Campbell The Lion Inside-Rachel Bright Tap tap the egg cracked	Supertato-Sue Hendra The Extraordinary Gardener by Sam Boughton The Princess and the Pea by Rachel Isadora The Gigantic Turnip by Aleksei Tolstoy Mr Wolf's Pancakes by Jan Fearnley	Click, Clack-Moo Cows That Type-Doreen Cronin Farmer Duck-Martin Waddell AA! Moo! What Shall We Do? R A Benjamin	King of the Tiny Things-Jeanne Willis The Very Hungry Caterpillar-Eric Carle Tadpole's Promise by Jeanne Willis Bee by Patricia Hegarty Aaaarrgghh. Spider! By Lydia Monks Tad by Benji Davies Minibeast information books Beware of the Crocodile by Martin Jenkins

	All Welcome by Alexndra Penfold My hair by Allen Fatimaharan	postman-Janet and Allan Ahlberg				Bog Baby by Jeanne Willis
Communication and Language	<p>Understand how to listen carefully. Know why listening is important.</p> <p>Engage in story times and singing songs.</p> <p>Answer simple questions about themselves.</p> <p>Understand simple how and why questions.</p> <p>Follow simple instructions without visual cues.</p> <p>Introduce visual timetable</p> <p>Engage in stroy times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn poems and songs, paying attention to how they sound.</p>	<p>Learn new vocabulary. Use new vocabulary through the day.</p> <p>Anticipates key events and phrases in rhymes and stories.</p> <p>Is able to retell simple stories</p> <p>Can describe how they carried out an activity or made a model.</p> <p>Describe events that have already happened (some accuracy in tense).</p> <p>Learn poems and songs.</p>	<p>Listens to the opinion of others when in a small group. Can follow longer, more complex instructions.</p> <p>Is able to retell simple stories, occasionally exploring language and vocabulary from books with adults.</p> <p>Sometimes uses past, present and future tenses appropriately in speech.</p>	<p>Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events.</p> <p>Can respond to instructions with two or more parts.</p> <p>Expresses themselves using extended language and new vocabulary. In sentences connectives are also beginning to be used such as 'because', 'or' and 'and'.</p>	<p>Conversations reflect basic 'back and forth' interaction.</p> <p>In a range of situations, begins to offer their ideas and simple explanations.</p> <p>In different play situations such as story-telling and role play, children develop their own narratives and explanations.</p> <p>Follows instructions involving several ideas and actions.</p> <p>engage in non-fiction books.</p> <p>More complex language structures are used to connect ideas or events, using new vocabulary accurately and in context.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</p>

						when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
PSED  (Delivered through Jigsaw)	Jigsaw Being Me in My World <ul style="list-style-type: none"> <li>Feelings and how we support others (introduction to Emotion Coaching)</li> <li>Settling into environment</li> </ul> E-Safety General safety	Celebrating Difference <ul style="list-style-type: none"> <li>Exploring our homes and families</li> <li>Knowing how and why we are different</li> <li>Emotion Coaching: 'Flip Your Lid'</li> </ul> PANTs	Dreams and Goals Resilience and perseverance in the face of challenge E-Safety Sensible amounts of screen time General safety Emotion Coaching refresher E-Safety General safety	Healthy Me Healthy eating Regular physical activity Personal hygiene Emotion Coaching refresher  (PANTs)	Relationships Think about the perspectives of others. Express feelings and consider the feelings of others Emotion Coaching refresher E-Safety General safety	Changing Me Body parts Emotion Coaching refresher (PANTs)
Physical	Physical Development – outdoor area and fine motor to support mark making and name writing	Real PE rolling, crawling, walking, jumping, running, hopping, skipping, climbing	Real Gym  Moving the body in creative ways, e.g. in the way of different animals, clothes in a	Real Dance  Listening to the music and moving creatively.	Athletics/Sports Day  Sports Day practise – developing sports skills and	Outdoor Games  Practising throwing and catching as part of team games, e.g. rounders.

	<p>Further develop the skills they need to manage the school day successfully:</p> <ol style="list-style-type: none"> <li>1. lining up and queuing</li> <li>2. mealtimes</li> </ol> <p>Real PE Hopping Footwork Spatial awareness</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance and sport.</p>	<p>washing machine etc.</p> <p>Performing one leg balances on and off the apparatus.</p> <p>Learning how to use the apparatus safely.</p> <p>Creating a sequence of movements and balances on and off the apparatus.</p>	<p>Working in pairs and small groups to combine movements and create dance sequences.</p> <p>Moving bodies in different ways, creating a variety of shapes and balances.</p>	<p>running. Learning how to work as a team and participate in a competitive event.</p> <p>Develop skills for specific events, e.g. quick feet over the ladder and javelin throwing.</p>	<p>Introduction to tri-golf.</p>
<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</p>						
Literacy	<p>Mark making opportunities and writing patterns in a range of mediums.</p> <p>Writing initial sounds and words Use initial sounds to label pictures. Children will begin to write letters from their names.</p> <p>Name writing practice.</p> <p>Introduce lenses.</p>	<p>Identifying sounds in CVC words and labelling CVC word pictures. Practising letter formation. Writing tricky words learnt. Practising to orally segment and blend words before writing.</p> <p>.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Form lower-case letters correctly.</p> <p>Introduce touching and seeing lens.</p> <p>Choose a lens and verbalise a sentence related</p>	<p>Write some letter groups (graphemes) that each represent one sound and say sounds for them (in short words).</p> <p>Choose a lens and record a simple sentence related to that lens.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Write a recount e.g. school trip and link to the senses lenses (noticing, hearing, smelling, tasting, touching)</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Form capital letters correctly.</p> <p>Use the lenses to record a sequence of simple statements linked to inquiry.</p> <p>Dictated sentences linked to phonic knowledge.</p>

	Model writing a simple sentence using lenses.		to that lens (record with support).	Record one sentence linked to a real event (e.g. making) and connecting to the lenses.  Label a picture using phoneme and digraph phonic knowledge.  Dictated sentences linked to phonic knowledge.	Record simple sentences linked to children's interests. Write short sentences linked to key texts.  Dictated sentences linked to phonic knowledge.	
Phonics (Little Wandle)	s a t p i n m d g o c k c k e u r h b f l  tricky words	ff ll ss j put pull full as v w x y and has his her z, zz, qu go no to into sh, th, ng, nk she push he of plurals -s -es we me be	ai ee igh oa oo oo ar or was you they er ow oi ear my by all air er are sure pure double letters longer words	review phase 3 2 or more digraphs longer words words ending -ing compound words words with -s in the middle	cvcc said so have like ccvc some come love do ccvcc, ccvc, cccvcc were here little says there when what one -ing, -ed, -est, out today	long vowel sounds phase 4 endings root words plural words longer words
Mathematics	Explore each number to 5 Counting songs Counting forwards and backwards Identifying groups	Addition and subtraction within 5 More and less than	-Alive in 5 - number within 5 Introducing 0 1 more 1 less -week 3 mass and capacity	9 and 10 Composition of 10 1 more 1 less Representing 9 and 10	Counting to 20 and beyond- build numbers 10-13 build numbers 14-20	Subtraction within 10 Sharing Odd and Even Patterns

	<p>more/less/the same Everyday language to describe pattern Describe and compare measures Equal groups</p>	<p>Number formation Counting objects in pictures Ordering numbers</p>	<p>week 4&amp;5- number 6,7,8 sharing doubles -week 6 time-ordinal numbers (chinese new year) Addition subtraction</p>	<p>Bonds to 10 Doubles to 10 Explore odd and even shape Explore 3D Shape Find 2D shapes in 3D shapes Identify Pattern Copy Patterns</p>	<p>Counting patterns beyond 20 Addition within 10 recap subtraction</p>	<p>Positional Language</p>
<p>Understanding the World</p>	<p>Name and describe people who are familiar to them e.g. family members, members of school community. Invite visitors into school and listen to their talks e.g. firebrigade, doctor, dentist.</p> <p>Describe what they see, hear and feel whilst outside e.g.go on an autumn walk, film videos describing what</p>	<p>Talk about members of their immediate family and community. e.g. family members, members of school community.</p> <p>Explore map of local area</p> <p>Understand that people have different beliefs and celebrate special times in different ways e.g Diwali, Christmas, Guy Fawkes</p>	<p>Understand the effect of changing seasons on the natural world around them. e.g winter walk, observation of weather changes.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways e.g. Lunar New Year</p> <p>Recognise some similarities</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways e.g.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Explore map of Wroxham Barns</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Draw information from a simple map.</p>

	<p>children collected/noticed on autumn walk.</p> <p>Explore the natural world around them (e.g. seasons, nocturnal animals.) Invite hedgehog sanctuary into school.</p>	<p>Describe what they see, hear, feel whilst outside e.g. ice freezing/melting</p>	<p>and differences between life in this country and life in other countries e.g. through inquiry animals born from eggs in hot countries such as Australia (snakes) and animals born from eggs in cold countries such as Antarctica.</p> <p>Describe what they see, hear and feel whilst outside e.g. sort animals into groups-those born from eggs and those born alive.</p>	<p>Lunar New Year and Shrove Tuesday/getting ready for lent. Easter</p>		
R.E	<p>Who is special to me? link to 'all about me'</p>	<p>Who was Jesus? nativity scene, christmas play and songs</p>	<p>Why are books special?</p>	<p>What is a festival/? Easter</p>	<p>What happens in a church?</p>	<p>Make a visit to a church</p>

<p>Expressive Arts and Design</p>	<p>Build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (colour mixing)</p> <p>Introduce primary colours red, yellow and blue</p> <p>Colour mixing orange-pumpkins/harvest festival</p>	<p>Children talk about dance and performance art, expressing their feelings and responses.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. (theatre trip)</p>	<p>Recap primary colours</p> <p>Focus on colour red-Chinese New Year-colour of luck and prosperity</p>	<p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (colour mixing)</p> <p>Focus on colour yellow-spring</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Focus on colour blue-</p> <p>painting half pictures of animals</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p>
<p>Whole School Events</p>	<p>Hedgehog sanctuary Harvest Festival</p>	<p>Dentist visitor Fire engine visit Diwali assembly methodist church visit Children in need</p> <p>Christmas Play Christmas Singing</p>	<p>church visitors</p>	<p>Book Week Parental Involvement Session Easter celebration</p>	<p>Visit to a church Wroxham Barns Trip parent session</p>	<p>Sports Day Science Week Parental Involvement Session photo stories</p>

		Community Lunch Parental Involvement Session theatre visit				
--	--	---	--	--	--	--