

## Curriculum Overview Year R 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Focus</b>	How many colours in a rainbow?	Why do leaves go crispy?	Did Dragons Exist?	Are eggs alive?	Are we there yet?	
<b>Outdoor</b>	Outdoor areas available every day. Plant bulbs. Harvest vegetables. Observe sunflowers Colour walk	Outdoor areas available every day. Collect sunflower seeds. Prepare garden for winter. Make the den into a stable.	Outdoor areas available every day. Plant vegetables, annual plants, cress, beans. Castles	Outdoor areas available every day. Tadpoles. Plant spring vegetables.	Outdoor areas available every day. Washing resources. Picnic resources. Seaside small world.	
<b>Visits/ Visitors</b>	Harvest Festival	Go on an Autumn treasure hunt. Visit from Kirkleatham Owl Centre. Visit from Father Christmas.	Chinese Parade and Buffet. Gardeners to visit EY. Older children to read stories dressed as book characters.	Living Eggs. Parents to bring hens to school.	Visit to Preston Park. Transition visits.	
<b>Communication, Language and Literacy</b>	<u>Listening and Attention/Understanding</u> Listen to stories. <u>Speaking</u> Retell stories and events in their own words. Talk about their own experiences. "Duckie's Rainbow". "Rainbow of my own"	<u>Listening and Attention/Understanding</u> Listen to stories. <u>Speaking</u> Retell stories and events in their own words. Talks about their own experiences. 'Percy the Park Keeper.' 'Out and About'. 'Owl Babies.'	<u>Listening and Attention/Understanding</u> Listens to and joins in with stories such as 'Jack and the Beanstalk'. 'The Gingerbread Man.' <u>Speaking</u> Retell stories through role-play. Join in with repeated refrains. Use puppets to act the story.	<u>Listening and Attention/Understanding</u> Listen to and join in with stories such as 'The Little Red Hen,' 'Chicken Licken'. <u>Speaking</u> Retell stories. Join in with repeated refrains. Use puppets to act the story.	<u>Listening and Attention/understanding</u> Listen to and join in with stories. 'The Train Ride.' 'Oi Get Off my Train.' <u>Speaking</u> Answer questions about stories and their own experiences.	
<b>Physical Development</b>	<u>Moving and Handling</u> Using tools, objects and construction pieces with control. <u>Health and self-care</u> Developing self-help skills. Taking off and putting on coats, hats, gloves. Washing hands.	<u>Moving and Handling</u> Using tools, objects and construction pieces with control. <u>Health and self-care</u> Developing self-help skills. Taking off and putting on coats, hats, gloves. Washing hands. Toothbrushing.	<u>Moving and Handling</u> Cut out GBM. Rolling chapattis Using chop sticks to eat noodles. <u>Health and self-care</u> Washing hands. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.	<u>Moving and Handling</u> Make bread. Knead dough. Handling chicks. <u>Health and self-care</u> Shows understanding of good practices with regard to eating and that hygiene can contribute to good health.	<u>Moving and Handling</u> Makes sandwiches. <u>Health and self-care</u> Children know the importance for good health, of physical exercise and a healthy diet and talk about ways to keep healthy and safe.	

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<p><b>Personal, Social, Emotional Development</b></p>	<p><b><u>Making relationships</u></b> Meet adults in EY and school. Working together. Sharing resources. Taking turns. <b><u>Self-confidence and self-awareness</u></b> Confidence to speak to new friends and familiar adults. <b><u>Managing feelings and behaviour</u></b> Learn boundaries and school rules.</p>	<p><b><u>Making relationships</u></b> Cooperate with others and talk about their own needs and interests. <b><u>Self-confidence and self-awareness</u></b> Use areas and resources effectively. <b><u>Managing feelings and behaviour</u></b> Learn boundaries and school rules.</p>	<p><b><u>Making relationships</u></b> Cooperate with others and talk about their own needs and interests. <b><u>Self-confidence and self-awareness</u></b> Use areas and resources effectively. <b><u>Managing feelings and behaviour</u></b> Adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p><b><u>Making relationships</u></b> Play cooperatively within a group. <b><u>Self-confidence and self-awareness</u></b> Confident to try new activities and talk about them. <b><u>Managing feelings and behaviour</u></b> Beginning to be able to negotiate and solve problems without aggression.</p>	<p><b><u>Making relationships</u></b> Meet new teachers. Show younger children around their classroom. <b><u>Self-confidence and self-awareness</u></b> Ask questions about transition. <b><u>Managing feelings and behaviour</u></b> Children talk about how themselves and others show feelings, talk about their own and others behaviour and the consequences.</p>
<p><b>Literacy</b></p>	<p><b><u>Reading</u></b> Introduce reading books using Oxford Reading Tree Scheme. Hears and says the initial sound in words. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. <b><u>Writing</u></b> Hears and says initial sounds in words. Writes own name and other things. Writes colours of rainbow. <b><u>Phonics</u></b> Phonological Awareness. Single letter sounds Rhyming Hears and says the initial sound in words. Blending cvc words</p>	<p><b><u>Reading</u></b> Oxford Reading Tree Scheme - focused reading groups. Introduce common exception words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. <b><u>Writing</u></b> Hears and says initial sounds in words. Writes own name and other things. Writes list of autumn treasures. <b><u>Phonics</u></b> Digraph sounds Hears and says initial sounds in words. Segmenting and blending cvc words Introduce common exception words.</p>	<p><b><u>Reading</u></b> Oxford Reading Tree Scheme - focused reading groups. Begins to read words and simple sentences. <b><u>Writing</u></b> Write sentences which can be read by themselves and others. Write stories about "Jack and the Beanstalk" and "The Gingerbread Man." Write instructions. <b><u>Phonics</u></b> Digraph sounds Hears and says initial sounds in words. Segmenting and blending. Initial and final clusters. Alternative vowel patterns.</p>	<p><b><u>Reading</u></b> Oxford Reading Tree Scheme - focused reading groups. Begins to read words and simple sentences. They demonstrate understanding when talking with others about what they have read. <b><u>Writing</u></b> Write sentences which can be read by themselves and others. Write facts about chicks. Write lists. Make signs. <b><u>Phonics</u></b> Digraph sounds Hears and says initial sounds in words. Segmenting and blending. Initial and final clusters. Alternative vowel patterns.</p>	<p><b><u>Reading</u></b> Oxford Reading Tree Scheme - focused reading groups. Children read and understand simple sentences. They also read some common irregular words. <b><u>Writing</u></b> Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary Write sentences which can be read by themselves and others. Use key features of narrative in their writing. <b><u>Phonics</u></b> Digraph sounds Hears and says initial sounds in words. Segmenting and blending. Initial and final clusters. Alternative vowel patterns. Other alternative patterns.</p>

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<b>Mathematics</b>	<p><b>Number</b> Recognises numerals to 10 and counts beyond 10. Counts an irregular arrangement of objects up to 10. Selects the correct numeral to represent 0 to 10.</p> <p><b>Calculation</b> Finds 1 more or 1 less up to 5.</p>	<p><b>Number</b> Recognises numerals to 10 and counts beyond 10. Counts an irregular arrangement of objects up to 10. Selects the correct numeral to represent 0 to 10.</p> <p><b>Shape and Space</b> Naming, handling 3D shapes. Wrapping presents. Guessing shapes.</p> <p><b>Pattern</b> Sorting, counting, matching autumn treasures. Making patterns with leaves. Counting conkers.</p>	<p><b>Numbers</b> Recognises numerals to 20 and counts beyond 20. Counts an irregular arrangement of objects up to 20. Selects the correct numeral to represent 0 to 20.</p> <p><b>Calculation</b> Finds 1 more or 1 less up to 10. Find the total number of items in two groups by counting all of them. They solve problems including sharing.</p> <p><b>Shape and Space</b> Order items by length, height and weight. Measuring beanstalks. Adding raisins to GBM. Counting seeds. Ordering GBM by size.</p>	<p><b>Numbers</b> Recognises numerals to 20 and counts beyond 20. Counts an irregular arrangement of objects up to 20. Selects the correct numeral to represent 0 to 20.</p> <p><b>Calculation</b> Finds 1 more or 1 less up to 20. They solve problems including halving. Using quantities and objects they add and subtract two single digit numbers and count on or back to find the answer.</p> <p><b>Measure</b> Uses everyday language related to time.</p>	<p><b>Number</b> Recognises numerals to 20 and counts beyond 20. Counts an irregular arrangement of objects up to 20. Selects the correct numeral to represent 0 to 20. Place numbers in order to 20.</p> <p><b>Calculation</b> Finds 1 more or 1 less up to 20. Solve problems including doubling, halving and sharing. Using quantities and objects they add and subtract two single digit numbers and count on or back to find the answer.</p> <p><b>Shape and Space</b> 2D shapes.</p> <p><b>Measure</b> Solve real life problems using money.</p>
<b>Understanding the World</b>	<p><b>People and communities</b> Draw/ Write name of school fish. Celebrate birthdays. Meet adults in school. Match names to photographs.</p> <p><b>The world</b> Look closely at similarities and differences between tropical fish and habitats. Make jelly and ice fish.</p> <p><b>Technology</b> Taking pictures of their friends.</p>	<p><b>People and communities</b> Enjoys joining in with family customs and routines.</p> <p><b>The world</b> Handle owls and other small woodland creatures. Feeding birds. Discuss seasonal changes.</p> <p><b>Technology</b> Light up the dark. Using torches.</p>	<p><b>People and communities</b> They know about similarities and differences among families, communities and traditions.</p> <p><b>The world</b> Children know about similarities and differences in relation to places, objects, materials and living things. Planting beans. Watering beans. Baking GBM. Decorating GBM.</p> <p><b>Technology</b></p>	<p><b>People and communities</b> They know about similarities and differences between themselves and others.</p> <p><b>The world</b> Care for Living eggs. Watch chicks hatch. Talk about changes and growth.</p> <p><b>Technology</b> Video the chicks hatching.</p>	<p><b>People and communities</b> Children talk about past and present events in their own lives and in the lives of family members.</p> <p><b>The world</b> Visit different environments. Station. Maps</p> <p><b>Technology</b> Research modes of transport.</p>

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			Knows that information can be retrieved from books or computers. (Recipe for GBM)		
<b>Expressive Art and Design</b>	<p><b><u>Exploring and using media and materials</u></b>          Begins to build a repertoire of songs and dances -          "I can sing a rainbow"          Explores what happens when they mix colours.  <b><u>Being Imaginative</u></b>          Painting pictures of rainbows.          Choosing colours to match hair ,eyes, uniform          Cutting, sticking, tearing, joining and making using coloured materials.          Role-play - Home area, school, shop - rainbow objects.</p>	<p><b><u>Exploring and using media and materials</u></b>          Begins to build a repertoire of songs and dances -          "Five little leaves"          Christmas songs.          "Mary and Joseph went to Bethlehem"          Explores the different sounds of instruments. (Christmas play)  <b><u>Being Imaginative</u></b>          Plays co-operatively as part of a group to develop and act out a narrative.          Cutting, sticking, tearing, joining and making using Autumn natural material.          Role-play - post office.          Santa Workshop          Christmas cards          Wrap presents          Make decorations</p>	<p><b><u>Exploring and using media and materials</u></b>          Begins to build a repertoire of songs and dances -          "Five fat peas"          "Run, run as fast as you can..."          Constructs with a purpose in mind, using a variety of resources.  <b><u>Being Imaginative</u></b>          Plays co-operatively as part of a group to develop and act out a narrative.          Role-play - Home area, Office.</p>	<p><b><u>Exploring and using media and materials</u></b>          Begins to build a repertoire of songs and dances -          "Good morning Mrs Hen"          "Five Little ducks"          Selects tools and techniques needed to shape, assemble and join materials they are using.  <b><u>Being Imaginative</u></b>          Create simple representations of events, people and objects.</p>	<p><b><u>Exploring and using media and materials</u></b>          Begins to build a repertoire of songs and dances -          "Down by the station"          "Row, row, row your boat"          "Wheels on the bus"          They safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.  <b><u>Being Imaginative</u></b>          Children use what they have learnt about media and materials in original ways thinking about uses and purposes.          Role play - Ticket/Train Office          Seaside Shop</p>