

Yearly Curriculum Overview

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Year Group: R		Academic Year: 2024 - 2025		Teachers: F.Wilson (Green Class) S.Williams (Orange Class)			
Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme		Marvellous Me & Celebrations What makes Me a Me? What are emotions and why are they important? How can my senses explore the world around me? Where do squirrels hide their nuts? Why do hedgehogs hibernate? How do I celebrate festivals? How can I retell a story? (Traditional Tales)		Bear Necessities & What do bears do in Winter? Who is Paddington Bear? Shall we go on bear hunt? How is Peru different to Bushey? How have toys changed overtime? How can I be an Artist? How can I be an Author? Who are the people that help us?		How and why do things grow? What are the signs of the seasons? (Spring, Summer) Where would you bury your treasure? (maps, pirates) (journeys)	
Literacy	Phonics and Word Reading	- Hear initial sounds in words - Hear and say some sounds in words - Beginning to learn Phase 2 sounds - Pronunciation of phoneme and recognition of grapheme (see weekly Phonics letter) - Read individual letters by saying the sound for them, beginning to blend and segment simple CVC words	- Recognising most Phase 2 sounds - Blend known sounds to be able to read simple words with support - Beginning to recognise some common exception (tricky) words - Orally segment sounds in words - Beginning to read simple captions with support - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	- Recognise all phase 2 and set 6 and 7 graphemes within phase 3 - Recognise the consonant digraphs within phase 3 (qu, ch, th, sh, ng) - Begin to recognise vowel digraphs within phase 3 (ai, ee, igh, oa, oo) - Recognise all phase 2 common exception words and some phase 3 - Segment and blend simple words independently - Read simple captions with increasing independence - Begin to read simple sentences with support	- matching letter and sound for at least 10 phase 3 digraphs - read words containing a mixture of phase 2 and phase 3 sounds and digraphs - read simple sentences independently - read all taught tricky words from phase 2 and 3 confidently - begin to recognise and read phase 4 tricky words - read words containing consonant blends with increasing confidence (br, tr, st, str, fl)		
	Writing	- Recognise and write some letters in their name - Practising correct letter formation for each sound as we learn it	- Writing their name independently - Writing initial sounds in words independently	- Form most lowercase letters correctly - Form some capital letters correctly - write simple words and labels using phase 2 sounds confidently - beginning to write simple captions	- write all lowercase and most uppercase letters correctly - I can spell words phonetically using sounds that I have learnt - spell tricky words that I have learnt - write simple sentences with some independence		

		Beginning to make marks and give meaning to these as we ‘write’	- I am begging to orally segment simple words for spelling - Beginning to write cvc words with support - I can write simple labels - Use a tripod grip	- spell some tricky words - beginning to use finger spaces between my words - becoming aware of what makes a sentence (capital letters, finger spaces, full stops)	- read their sentences back to check they make sense - sentence can be read by others
	Comprehension	- Sharing, retelling and talking about familiar stories - Join in with familiar rhymes and songs - Understanding that print has meaning	- Knowing and naming the different parts of a book - Retell key events in stories that I have heard	- Retell key events in detail from stories they have heard - Retell key facts from non-fiction books - Begin to make predictions about familiar stories - Begin to talk about simple stories that they have read - Use vocabulary linked to stories	- retell stories in their own words using complex and related vocabulary - retell key events form stories that they have read themselves - make predictions in unfamiliar stories - use new vocabulary confidently through play and discussions around reading
	Key Texts	Colin, Lee, Carrot and Pea by Morag Hood The Colour Monster by Anna Llenas The Perfect Fit - Naomi Jones It’s ok to be different - Todd Parr The Family Book by Todd Parr Oliver’s Vegetables by Vivian French & Alison Bartlett Stick Man by Julia Donaldson	We’re Going on a Bear Hunt by Michael Rosen & Helen Oxenury Funny Bones by Janet & Allan Ahlberg Three Little Pigs traditional tale The Nativity Story	We’re Going on a Bear Hunt by Michael Rosen & Helen Oxenury The Giant Jam Sandwich - Three Little Pigs traditional tale, plus other traditional tales Night Monkey, Day Monkey Julia Donaldson My Big Book of Space Nat Geo Kids How to Catch a Star Oliver Jeffers	Handa’s Surprise by Eileen Browne We’re going on a Lion Hunt by David Axtell The Ghananian Goldilocks by Dr Tamara Pizzoli The Very Hungry Caterpillar by Eric Carle Jaspers Beanstalk by Nick Butterworth
C&L	Listening, Attention & Understanding	Developing these skills by: - joining in with familiar songs and rhymes - engaging in storytimes - talking to others, practising taking it in turns to speak and listen - putting our hand up during whole class sessions - following simple one or two-part instructions - beginning to demonstrate good listening behaviours (good sitting, eyes on speaker)	Developing these skills further by: - responding to what I’ve heard by asking questions and saying what I think - following more complex instructions reliably - responding to what others say following the topic of conversation	Consolidating these skills by: - listening carefully for a sustained amount of time - ask questions to help me understand further - engage in group conversations with friends and teachers - respond with questions, comments and actions	
	Speaking	Developing these skills by: - beginning to express likes and dislikes - becoming confident in sharing my opinions - sharing ideas with familiar adults - use talk to organise my thoughts - talk about familiar stories, songs and rhymes - beginning to talk about age appropriate non-fiction texts	Developing these skills further by: - confidently share my ideas in small groups and with familiar adults - explain events that have already happened in detail - beginning to use more complex vocabulary - share my ideas about stories, rhymes and non-fiction texts - start to use more complex sentences - beginning to use past, present and future text more accurately	Consolidate these skills by: - take part in whole class and group discussions using newly introduced vocabulary accurately - explain why things happen or might happen - use story based vocabulary in my talk - connect my ideas through use of conjunctions	

Maths	Number	- Recognising numbers to 5 - Subitising to 5 (recognising the amount without counting) - Looking at various representations for each number (using standard and non-standard Mathematical resources) – Numicon, fives and tens frames, die, dominoes, counters, cubes and more, with 'Numberblocks' as an additional teaching tool - Counting reliably using number names in order - Counting with one to one correspondence - Begin to know number bonds within 5	- Begin recognising numbers to 10 - Continue using Mathematical resources, working with numbers to 10 - Count up to 10 objects which cannot be moved (claps, jumps etc.) - Match numeral and quantity up to 10 - Begin to recall some number bonds within 5 - Start to recall some double facts - Subitise confidently to 5, beginning to use this skill with numbers to 10	- Show how numbers to 10 are made up, using various Mathematical resources - Consistently match numeral to amount up to 10 - Recall number bonds within 5, beginning to recall some within 10 - Match subtraction facts with corresponding number bonds - Recall some doubles facts within 10
	Numerical Patterns	- Begin to use non-standard mathematical language around comparing size, weight, height and length Making, describing and continuing repeating patterns in play situations - To rote count to 5 and maybe beyond - Begin to use the language of 'more' and 'less' in relation to addition and subtraction - To rote count to 10 - Continue and copy patterns - Begin to create own patterns with 2 or 3 parts	- Begin to orally count beyond 10, knowing the teen numbers - Compare two quantities, saying which is bigger/smaller/same - Say a number which is one more or one less to 10, with or without resources - Start to identify odd and even numbers, linking it to sharing	- Count beyond 20 - Compare quantities, using the language or more/greater, fewer/less and equal - Say a number which is one more or one less to 20 - Talk about odd and even numbers - Share equally
Understanding the world	Past and Present	- Talks about the different jobs people do - Names some members of my family and talk about them - Talks about themselves and some of the ways they have changed - Talks about changes that have happened to themselves throughout their life - Talks about family and people in the community and their roles - Becoming more aware of the past linked to themselves and their family and how it has changed - Talks about what they can see in pictures of the past	- Talks about changes that have happened within family's lifetime - Talks about the past - Talks about what they have heard and seen in stories and picture books and how this is different/ the same	- Talks about the lives of people they are familiar with - Talks about the roles of people in society - Gives similarities and differences between the past and present, using books and experiences - Talks about the past using books and stories talking about the characters, settings and events
	People, Culture, communities	- Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell - Starts to explore the natural world - Talking about members of our family and community - Accepting and positive about people's differences - Recognise that different people have different beliefs and celebrate special times in different ways - Diwali, Christmas & Hanukkah - Understand that some places are special to members of their own community. - Name and describe people who are familiar to them - Knows there are different countries in the world - Starts to use stories and pictures to talk about differences in life in other countries	- Explore and talk about the natural world using what I know from stories/non-fiction - Draws information from a simple map - Recognise that different people have different beliefs and celebrate special times in different ways - Chinese New Year & Easter - Recognise some similarities and differences between life in this country and life in other countries - Talk about people who help us in the wider community - Starts to talk about the differences in lives in other countries	- Recognise that different people have different beliefs and celebrate special times in different ways - Eid - Talks about religion and culture within my country (UK) - Talk about people and features of our local community (Bushey) - Talks about what is the same and different in life in this country and in other countries
	The Natural World	Seasonal Changes - Observe changes across the four seasons - including changes to our environment - Observe and describe weather associated with the seasons	Seasonal Changes cont. Materials and States of Matter Make observations of common objects, including naming some materials	Seasonal Changes cont. Plants - Identify something as a plant - Identify parts of a plant - leaf, root, stem and flower

		- Describing what we feel, hear and see whilst outside in different seasons – senses - Talk about appropriate clothing for each season - Explore the natural world around them Animals Including Humans - Use their observations to describe humans and other animals - Name a range of food, including healthy and unhealthy options - Can identify types of exercise and other ways to stay healthy - Name a baby, child, adult and the young of some other animals.		- Make very simplistic observations of materials - Identify when changes occur e.g. changes in weather - Explore the natural world around them Animals Including Humans - Identify something as an animal - Name some places animals live - Use their observations to describe humans and other animals - Name a baby, child, adult and the young of some other animals. Our Local Area - Exploring the concepts of similarities and differences in our immediate world. - Reading and drawing maps with keys.		- Recognise that plants need water and other things to grow - Explore the natural world around them Animals Including Humans - Understanding of animal life cycles - Knowledge of the different environments that animals live in. - Habitats of places we have visited.	
	Vocabulary	Autumn, Winter, Spring, Summer, nature, trees, cold, hot, fresh, chilly, frost, Animal, head, legs, arms, knee, elbow, neck, face, feet, hands, bread, potatoes, apples, cereals, rice, meat, fish, milk, running, jumping, swimming, walking, chicken, hen, kitten, cat, puppy, dog, ducking, duck		Seasons: Autumn, Spring, Summer, Winter, shoot, fruit, earth, seeds, leaves, flowers, Weather types: rain, hail, snow, ice, frost, sun, showers, wind, reproduce, babies/adults, life cycles, birds, insects, cold, warm, hot, sunrise, sunset		Root, Stem, tree, leaf, flower, water, seed, plant Butterfly, chrysalis, egg, caterpillar, grow, farm, chick, chickens, kid, goat, sheep, lamb	
Expressive Arts and Design	Creating with Materials	- Developing storylines while using small world and role play resources - Explore and use a variety of artistic effects to express thoughts and ideas – sketching and painting - Create collaboratively sharing ideas, resources and skills	- Create collaboratively sharing ideas, resources and skills - Explore and use a variety of artistic effects to express thoughts and ideas – printing - Return to and build on their previous learning, refining ideas and developing their ability to represent them	- Create collaboratively sharing ideas, resources and skills - Explore and engage in dance, performing solo or in groups.	Create collaboratively sharing ideas, resources and skills	Create collaboratively sharing ideas, resources and skills	Create collaboratively sharing ideas, resources and skills
	Being Imaginative and Expressive	- Engaging in and exploring music, singing and instruments through Music sessions and active learning time - Develop storylines in their pretend play	Watch and talk about dance and performance art, expressing their feelings and responses.	Explore and use a variety of artistic effects to express thoughts and ideas – colour mixing	- Explore and use a variety of artistic effects to express thoughts and ideas – colour mixing - Return to and build on their previous learning, refining ideas and developing their ability to represent them	Explore and use a variety of artistic effects to express thoughts and ideas – Sculpture	Return to and build on their previous learning, refining ideas and developing their ability to represent them
	Music	Singing/Chanting Limited range, by ear, expand from ‘so-me’	Playing and instrument - Untuned percussion - Basic posture	Ensemble Singing and playing in Unison	Composing skills Explore dynamic choices	Musical dimensions/concepts - fast/slow - loud/quiet	Cultural development (including music history and traditions)

		- Explore dynamics and tempo with action and movement - Sing in a group or on their own, increasingly matching the pitch and following the melody	- Pulse - Responding to graphic	- Explore and engage in music making performing solo or in groups. Notation - Graphic (pictorial) - read order	Explore instrument choices	- high/low - percussion family - string family	- Wide range, including orchestra and individual instruments - Listen attentive, move to and talk about music, expressing their feelings and responses
	Vocabulary	Printing, painting, drawing, curves, sketch, pastels, chalks, crayons, pencils, marks, Kadinsky, moulding, ornaments, playdough, pinching, press, squash	Vincent Van Gough, tools, brushes, sponges, colour mixing, red, yellow, blue, green, purple, orange, primary colours, secondary colours				Ephemeral art, Andy Goldsworthy, sculptures, construction, evaluating, I like, I would change, planning
PSED Persona, Social and Emotional Development	Self-Regulation	- Identifying a range of different feelings within myself - Learning to keep trying when I find something difficult - Beginning to sit and listen more consistently during adult focus time - Following simple, one part instructions	- Saying how others are feeling based on their actions and expressions. - Saying what we are feeling and why. - Understanding what we are good at and what we can improve. - Listening during adult focused time. - Following instructions with two or more parts.		- Explaining how myself and others are feeling. - Showing understanding of feelings by changing behaviour appropriately. - Setting goals - Waiting for requests and needs to be met. - Listening and responding to others. - Following instructions accurately.		
	Managing Self	- Building resilience in trying new activities. - Awareness of school and classroom rules. - Dressing and undressing independently. - Knowing ways to stay healthy.	- Showing resilience when things don't go our way or we find things difficult. - Following and discussing class and school rules. - Talking about the differences between right and wrong. - Understanding how to stay healthy eg strategies to do this.		- Sowing resilience and perseverance when completing new challenges. - Explaining and following rules in the school and classroom. - Showing the difference between right and wrong in behaviour. - Managing own basic hygiene and personal needs. - Explaining healthy food.		
	Building Relationships	- Sharing ideas and playing within small groups of children. - Forming relationships with familiar adults in the class. - Expressing and identifying feelings. - Expressing basic needs to a familiar adult.	- Using our words and new vocabulary to help solve conflicts with others. - Working with others and listening and sharing ideas. - Understanding and showing friendly behaviour around the school and in the classroom. - Developing friendships with others. - Identifying feelings of others and responding to them appropriately.		- Working with others in a group. - Playing with others, turn taking and sharing, - Forming good relationships with adults in the classroom and around the school. - Developing positive friendships with others. - Knowing and sharing own needs. - Being sensitive to the needs of others.		
	Vocabulary	Happy, sad, angry, uncomfortable, nervous, friends, classmates, belonging, rules, teams, green class, orange class, instructions, routine	I am good at, I can improve, they feel..., I try, I can, right, wrong, empathy Healthy, unhealthy, food, exercise, drink, brushing teeth, sleeping, doctors, nurses, ambulance, police, fire person, friendships		As before... team work, my turn, your turn, contributing, sharing, two-way conversation, need, want, goal setting		
PD Physical Development	Fine Motor	- Shows a preference for a dominant hand - Uses a comfortable pencil grip - Draws a picture for a purpose - Shows good pencil control when mark making and drawing - Beginning to use small tools during child initiated time (painting, cutting, drawing)	- Uses the tripod grip consistently - Uses small tools with some accuracy during child initiated time (painting, cutting, drawing)		- Holds a pencil effectively (tripod) - Uses a range of small tools e.g. scissors - Draws with accuracy		
	Gross Motor	- Climbs stairs using alternate feet - Works with others to manage large items - Moves around the outside area appropriately showing awareness of others	- Beginning to use equipment safely - Moves and uses both large and smaller scale equipment (building blocks etc) - I move energetically in the outside area		- Travels around space and obstacles safely - Shows strength, balance and co-ordination in movement - Moves in different ways- run, jump, skip, climb		

		• Climbs over, under and through obstacles • Uses lots of different ways of moving appropriately •		
	Vocabulary	Big muscles, small muscles, strong, busy fingers, running, climbing, stairs etc pencil grip, scissors, pinching, playdough, manipulate, strength, balance, moving, safely, run, jump skip etc.		