



Curriculum Overview 2024-2025

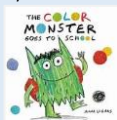
Year R Autumn 1 – Prime areas

Unit Title: All about me.

General Themes: Baseline, Me, My family, my school, my community.

Core Texts

The Colour Monster goes to school
By Anna Llenas



Be Kind
By Pat Zietlow



What happened to you?
By James Catchpole



Traditional Tale
The Little Red Hen



My Magic Family
By Lotte Jeffs



Amazing
By Steve Antony



The Worrysaurus
By Rachel Bright



Personal, social and emotional development – Self-regulation

- Follow school routines e.g. for lining up, washing hands, going to the toilet (when each step is broken down for them).
- Use feeling words using words sad, happy, nervous, excited, worried, frustrated to describe how they are feeling (some of these will need to be explicitly taught).

Personal, social and emotional development – Managing self

- Dress themselves with basic items (shirt, coat zip up).
- Meet their own needs: get a drink if they are thirsty.
- Includes others in their play.
- Make healthy choices about looking after their bodies (know basic hygiene routines and follow them) e.g. washing hands, brushing teeth.

Personal, social and emotional development – Relationships

- To understand we have similar and different likes.
- To understand we are all unique.
- Know words linked to ownership, understanding 'yours' 'mine' and 'ours'.
- Wait for their turn.

Communication and language – listening, attention and understanding

- Retell some of the stories that they have read and recall the main events.
- Know when to pause talking to allow someone else to speak.
- Take it in turns to speak.
- Listen to what another is saying and respond with a sensible comment or question.
- Follow a series of instructions e.g. a 2-step instruction followed by another 2-step instruction.
- Listen to stories and then ask simple questions and talk about them to help build their understanding.

Communication and language – Speaking

- Use social phrases to communicate their needs e.g. can you help me with; can I go to; can I play?
- Communicate their basic needs, thoughts and feelings.
- Take part in pretend play communicating and negotiating with friends.
- Start a conversation.
- Have a two-way conversation about a topic that interests them.
- Respond with a comment or question to continue a conversation.
- Use words like 'because' / 'or' to extend their sentences/ language.
- Ask who when what why questions.
- Respond to why questions
- Use some specific vocabulary that is learnt from books or other contexts.
- Sing songs, rhymes and poems.
- Retell stories simple stories.
- Join in with repeated refrains and key phrases.
- Use the future and past tense: "I am going to the park" and "I went to the shop"?
- Use 'I' when talking about themselves.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical development – Gross motor

- To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching.
- Use a range of movements to travel (hop, run, jump, skip etc).
- Move and stop safely.
- Identify and find personal space.
- Move around obstacles, climb over and under obstacles.
- Use core muscles to sit upright with straight back.
- Pedal trikes or similar (development of muscle).
- Ride scooters or similar (development of muscle).
- Throw and kick a large ball.
- Know how to sit correctly on a chair; tummy to table, feet to floor.
- To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being.

Physical development – Fine motor

- Grip a pencil between two fingers and thumb (tripod grip).
- Use one dominant for writing.
- Draw curved and straight lines, lines which intercept etc.
- Make clockwise and anti-clockwise movements with a writing implement.
- Retrace lines, up, down clockwise and anticlockwise (to support letter writing) e.g. d, a, g, p.
- Hold scissors in one hand (may be incorrect grip) and cut along a line (straight and curved), use scissors to make snips.
- Put a coat on (including using zips).
- Hold a knife and fork correctly.

Oracy

Oracy Framework: Physical

Speak audibly so they can be heard and understood.
Use gestures to support meaning in play.

Enrichment

Trip to St John's Church for Harvest Festival

Curriculum Overview 2023-2024

Year R Autumn 1 – Specific Areas

<p>Maths</p> <p>Geeting to know you (2 weeks)</p> <ul style="list-style-type: none">• Baseline• Nursery Rhmes <p>Match, sort and compare.(2 weeks)</p> <ul style="list-style-type: none">• Match objects• Match pictures and objects• Identify a set• Sort objects to a type• Explore sorting techniques• Create sorting rules• Compare amoutns. <p>Talk about measure and patterns (2 weeks)</p> <ul style="list-style-type: none">• Compare size• Compare mass• Compare capacity• Explore simple patterns• Copy and continue simple patterns• Create simple patterns.	<p>Reading</p> <ul style="list-style-type: none">• Use key vocabulary (tier 2) in talking about learning.• Show book behaviours, start at the front, turn the pages. Point to the words on the page,• Know print is read left to right and top to bottom.• Use phonic knowledge to decode regular words and read them aloud accurately• Respond to ‘tell me what happened’ using ‘then’ to help them sequence a part of a story.• Retell portions of a story. As the story is read, join in with familiar parts, ask and answer simple questions about characters, setting and events.• Find the title of the book. <p>Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.)</p> <p>Plan according to pre-writing LINK and pencil grip LINK development continuums (for all).</p> <ul style="list-style-type: none">• -To link phoneme-grapheme correspondence in SSP lesson and writing teaching/guided practice.• -Accurately trace lines (up, down, clockwise, anti-clockwise) to support better letter writing.• -Be able to move the pencil down and retrace a straight line back up (starting points for letters such as ‘p’).• -Keep the pencil on the page to create a continuous line, e.g. when writing ‘a’.• -To develop spatial awareness of the line on a page/whiteboard.• -Grip a pencil between two fingers and thumb (tripod grip) – see fine motor control.	<p>Word Writing</p> <ul style="list-style-type: none">• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• To represent initial, end and medial sounds using taught phonics.• Write CVC words.• Link sounds to letters, naming and sounding the letters of the alphabet.• Use past and future tense orally.• Know the personal pronoun ‘I’ relates to themselves and use ‘I’ (capitalised) in writing. <p>Sentence Building</p> <ul style="list-style-type: none">• Break the flow of speech into words.• Orally say a sentence, rehearse a sentence.• Talk using words and sentences.• Talk includes key vocabulary.• Language of stories is conveyed in talk.	
<p><u>Understanding the world (History)</u></p> <p>Substantive concepts: Civilisation, Chronology, legacy.</p> <p>Second order concepts: continuity and change, historical enquiry, significance.</p> <ul style="list-style-type: none">• Use key vocabulary (tier 2) in talking about learning.• -To know that event come in sequence and tell my teacher what comes next in the school day.• -To talk about some sequences of things in their own life.• -Know that they belong to the school community of St John’s.• -Talk about who makes up their family and describe them.• Planned use of books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.	<p><u>Understanding the world (Geography)</u></p> <ul style="list-style-type: none">• To know that they go to St John’s School.• To know the name of the road that school is on Coombe Avenue.• To know the name of the road that they live on.• To know the name of the town they live in - Weymouth.• To know they live in England and this is a country.• To know a map is a way of showing a route from one place to another. <p>Planned use of books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.</p>	<p><u>Understanding the world (Computing)</u></p> <ul style="list-style-type: none">• To use technology in school to support learning (games for phonics etc). (IT)• Use technology to take pictures. (IT)• Know who to speak to in school if something upsets them at home. (Digital Literacy)• Know how to handle technology safely.• Know they should ask permission of the person they are going to take the photo of. <p><u>Understanding the World (Science)</u></p> <ul style="list-style-type: none">• Know basic hygiene e.g. wash hands / cleanning teeth.• Identify different features outdoors.• To know and label four body parts (head, arms, legs, feet).• Choose and name some common materials to build with (<i>wood, plastic, metal</i>).	<p><u>Understanding the world (RE)</u></p> <ul style="list-style-type: none">• Know what makes us special.• Know things you do with your family that are special to you.• Know about the school values and be able to talk about what they mean to you.• Enjoy and get to know at least one familiar Bible story..• Know that Jesus is special and wants to look after people.• Know why we give presents and who we give them to.• Know that Christians believe Jesus is God’s son.• Know that God gave Jesus as a special present to the world.• Know that Christians talk to God through prayer.• Know that Christians worship God in a Church and that a church leader is usually a vicar.
<p><u>Expressive arts and design (Music)</u></p> <ul style="list-style-type: none">• Sing well known repetitive songs and rhymes.• Join in with actions to songs and rhymes taught.• Begin to use some musical terms e.g quiet/loud.• Use body percussion to accompany music e.g. clapping. <p><u>Main Songs – Autumn 1</u></p> <ul style="list-style-type: none">• Pat-a-cake• 1,2,3,4,5 Once I caught a fish alive• This old man• Five Little Ducks• Name song and Things for fingers	<p><u>Expressive arts and design (Art) How can we explore materials and marks? Access Art</u></p> <ul style="list-style-type: none">• That different media creates a different effect e.g. chalk can draw on anything, felt tips are bright, crayons weaker colour.• To begin to use a variety of drawing tools.• Draw shapes e.g. circle for head.• Draw straight and curved lines (link writing).• Use some form of tripod grip to hold a paintbrush / chalk, pencil etc.• To use hands, brushes, natural resources.• To create using paint and different media- paint, paper, natural objects.• Handling, manipulating and enjoying using materials• To know objects shape / textures can be transferred to paper (e.g. hand print / rubbing).	<p><u>Expressive arts and design (DT)</u></p> <ul style="list-style-type: none">• Use the language of designing and making (join, build, shape).• Have experience of different types of materials.• Show curiosity about how things work e.g. moving toys, pop up books.• Use tools to cut shape.• Join paper and card.	

Curriculum Overview 2024-2025

Year R Autumn 2 – Prime Areas

Unit Title: Stargazer

General Themes: Space, light and dark, celebrations.

Core Texts

Smeds and Smoos
By Julia Donaldson



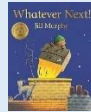
Look up!
By Nathan Bryon



Max and the tag along moon
By Floyd Cooper



Whatever Next
By Jill Murphy



My Pet Star
By Corinne Averiss



Little Glow
By Katie Sahota



Traditional Tale
The Gingerbread man



Personal, social and emotional development – Self-regulation

- Follow school routines e.g. for lining up, washing hands, going to the toilet (when each step is broken down for them).
- Use feeling words using words sad, happy, nervous, excited, worried, frustrated to describe how they are feeling (some of these will need to be explicitly taught).

Personal, social and emotional development – Managing self

- Dress themselves with basic items (shirt, coat zip up).
- Meet their own needs: get a drink if they are thirsty.
- Includes others in their play.
- Make healthy choices about looking after their bodies (know basic hygiene routines and follow them) e.g. washing hands, brushing teeth.

Personal, social and emotional development – Relationships

- To understand we have similar and different likes.
- To understand we are all unique.
- Know words linked to ownership, understanding 'yours' 'mine' and 'ours'.
- Wait for their turn.

Communication and language – listening, attention and understanding

- Retell some of the stories that they have read and recall the main events.
- Know when to pause talking to allow someone else to speak.
- Take it in turns to speak.
- Listen to what another is saying and respond with a sensible comment or question.
- Follow a series of instructions e.g. a 2-step instruction followed by another 2-step instruction.
- Listen to stories and then ask simple questions and talk about them to help build their understanding.

Communication and language - Speaking

- Use social phrases to communicate their needs e.g. can you help me with; can I go to; can I play?
- Communicate their basic needs, thought and feelings.
- Take part in pretend play communicating and negotiating with friends.
- Start a conversation.
- Have a two-way conversation about a topic that interests them.
- Respond with a comment or question to continue a conversation.
- Use words like 'because' / 'or' to extend their sentences/ language.
- Ask who when what why questions.
- Respond to why questions (why do you think the goose got so fat?).
- Use some specific vocabulary that is learnt from books or other contexts.
- Sing songs, rhymes and poems.
- Retell stories simple stories.
- Join in with repeated refrains and key phrases.
- Use the future and past tense: "I am going to the park" and "I went to the shop"?
- Use 'I' when talking about themselves.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical development – Gross motor

- To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching.
 - Use a range of movements to travel (hop, run, jump, skip etc).
 - Move and stop safely.
 - Identify and find personal space.
 - Move around obstacles, climb over and under obstacles.
 - Use core muscles to sit upright with straight back.
 - Pedal trikes or similar (development of muscle).
 - Ride scooters or similar (development of muscle).
 - Throw and kick a large ball.
 - Know how to sit correctly on a chair; tummy to table, feet to floor.
- To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being.

Physical development – Fine motor

- Grip a pencil between two fingers and thumb (tripod grip).
- Use one dominant for writing.
- Draw curved and straight lines, lines which intercept etc.
- Make clockwise and anti-clockwise movements with a writing implement.
- Retrace lines, up, down clockwise and anticlockwise (to support letter writing) e.g. d, a, g, p.
- Hold scissors in one hand (may be incorrect grip) and cut along a line (straight and curved), use scissors to make snips.
- Put a coat on (including using zips).
- Hold a knife and fork correctly.

Oracy

Oracy Framework: Linguistic

Use talk in play to practice new vocabulary.

Join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Enrichment

Space Day

Trip to St John's Church for Christmas service
Nativity



Curriculum Overview 2024-2025

Year R Spring Term 1 – Specific areas

Maths

It's me 1, 2, 3.

- Find 1, 2 and 3.
- Subitise 1, 2 and 3.
- Represent 1, 2 and 3.
- 1 more.
- 1 less.
- Composition of 1, 2 and 3.

Circles and triangles

- Identify and name circles and triangles.
- Compare circles and triangles.
- Shapes in the environment.
- Describe position.

1, 2, 3, 4, 5.

- Find 4 and 5.
- Subitise 4 and 5.
- Represent 4 and 5.
- 1 more.
- 1 less.
- Composition of 4 and 5.

Composition of 1-5.

- Shapes with 4 sides.
- Identify and name shapes with 4 sides.
- Combine shapes with 4 sides.
- Shapes in the environment.
- My day and night.

Reading

- Use key vocabulary (tier 2) in talking about learning.
- Follow each read word with their finger.
- Read some common exception words
- Read words and captions consistent with phonic knowledge by sound blending.
- Answer basic retrieval questions e.g. who or where questions.
- Pick out simple information from books (fiction and non-fiction).
- Have a broadened experience of stories and then name stories that they have read and enjoyed.

Handwriting (see [handwriting developmental continuum LINK](#) and [DSAT letter formation & pencil grip progression LINK](#).)

Plan according to pre-writing [LINK](#) and pencil grip [LINK](#) development continuums (for all).

- To moderate through adult feedback letter size / orientation and formation.
- Write recognisable letters, with increasing accuracy so letters are correctly formed in the school agreed style.
- Use the correct starting point for letter families e.g. c, o.
- Understand that letters have different types of lines.
- To write with accuracy their own name.

Writing

Writing words

- Write their name with a capital letter at the beginning and lower case for the rest of it with most of it formed correctly Write own name, label and captions.
- Identify specific successes in their caption writing, with adult support, e.g. identify a diagraph in their writing.
- Understand that most past tense words end in 'ed'. (Pupils do not need to know the vocabulary of verbs and tenses).
- Write some taught common exception words, spelt correctly (to, no, go, I, the, into).
- Write phrases and short sentences that can be read by others.

Sentence Building

- Identify in a sentence meaning e.g. the cat is sleeping. Who is sleeping? The cat.
- Know each word needs representing separately in writing.
- Separate words with spaces.

[Please see Writing Expectation document - here](#)

Understanding the world (History)

Substantive concepts: Civilisation, Chronology, legacy. **Second order concepts:** continuity and change, historical enquiry, significance.

- Use key vocabulary (tier 2) in talking about learning.
- To say one thing that has changed about me over time after looking at photographs.
- Understand that photos are a way of showing what happened in the past.
- To know one thing that I can do now that I couldn't do when I was a baby.
- -Know we do different things at different times of the day and different times of the year e.g. Christmas.
- -To talk about things that have happened.
- -To know words /phrases like yesterday, last week, last year relate to different amounts of time.

Understanding the world (Geography)

- Notice the environment and nature that is around them e.g. the school grounds, trees, flowers.
- make a 3d map with small world.

Understanding the world (Science)

- To know that sugar is bad for your teeth.
- Know about similarities and differences in relation to materials (hard, soft, smooth, rough).
- Know there are 4 seasons: Autumn, Winter Spring, Summer.
- Know in autumn starts warmer then gets colder again.
- Know which clothes are worn in each season and why.
- Know some seasonal changes in nature; plants and animals.

Understanding the world (Computing)

- Know that computers are in our digital devices i.e. phones and that they have been created by people. (Computer science)
- Know that technology carries information, and we have some at school and at home i.e.name technology in their home. (IT)
- Know that too much screen time is not a healthy choice. (Digital Literacy)

Understanding the world (RE)

- **Understanding Christianity – Incarnation - Why do Christians perform nativity plays at Christmas?**
- Know some characters in the Christmas story such as Jesus, angels, shepherds and wise men.
- Know that Christians celebrate when Jesus was born.
- Know that Mary was the mother of Jesus.
- Know what a tradition is and can say one thing that they do as a tradition at home

Expressive arts and design (Music)

- -Recognise that sounds can be made in different ways.
- -Use untuned percussion to accompany music or songs.
- -Know the names of instruments they use.

Main Songs – Autumn 2

- I'm a little teapot
- The Grand Old Duke of York
- Ring O'Roses
- Hickory Dickory Dock
- The ABC song

Expressive arts and design (Art) How can we explore colour? Access Art

- Name red, yellow and blue and experiment with primary colours.
- Name some secondary colours.
- Say what they want to make.
- To compare their work to someone else's and notice some things that are the same and different.
- To say what they did and how they did it (materials, tools techniques).
- To describe their picture and say what it is.
- Mould dough /clay by pinching, rolling, stretching and squeezing.
- Look at the work of Vincent Van Gogh artist and say what they see (colours etc).
- Say what they like or dislike about an artist's work.

Expressive arts and design (DT)

- Handle equipment and one hand tools e.g. scissors safely and effectively.
- Know different ways in materials can be joined using glue, cellotape, making tape, split pins, staples, paper clips.
- Know how to create a moving part.
- Say whether a product is fit for purpose e.g. a castle for a giant.
- Identify what they like about their creation.

Curriculum Overview 2024-2025

Year R Spring Term 1 – Prime areas

Unit Title: Our wonderful world.

General Themes: Travel, Countries, land, Ocean, Cold and hot, animals.

Core Texts

Ben, Gran and the whole wide wonderful world

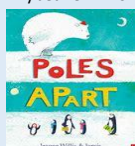
By Gillian Shields



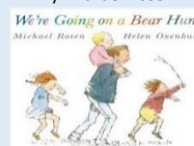
The Koala who could
By Rachel Bright



Poles Apart
By Jeane Willis



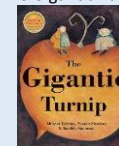
We're going on a bear hunt
By Michael Rosen



Love our Earth
By Jane Cabrera



Traditional Tales
The Gigantic Turnip



Personal, social and emotional development – Self-regulation

- Follow taught routines and class rules without each part of the sequence being prompted E.g. what you mean by tidy up, pack away, lining up.
- Express their emotions in an appropriate way.
- Use taught strategies (e.g. waiting, turn taking) to manage conflict / immediate needs not being met.
- Solve their own problems without continued adult support.

Personal, social and emotional development – Managing self

- Make healthy choices about their food and looking after their bodies - recognise some healthy/unhealthy foods
- Try another way when their first solution doesn't work.

Personal, social and emotional development – Relationships

- Respond to an adult when they have been asked to do something.
- Recognise how someone is feeling from the way they behave E.g. know some of the clues for spotting if someone is angry (clenched fists, shouting, red face) or upset (crying, quiet).
- Understand other people's feelings (through stories and real life).

Communication and language – listening, attention and understanding

- Retell a new story with a beginning, middle and an end.
- Takes turns in much longer conversations.
- Listen to other points of view.
- Respond to an answer or idea with further questions to help deepen my understanding.
- Follow a series of 3/4-step instructions.
- Listen to stories and then ask more detailed questions and talk about them to help build their understanding.
- Recognise humour.

Communication and language - Speaking

- Extend their sentences to add more detail so they can communicate their needs, thoughts and feelings more clearly.
- Use vocabulary related to topics taught and books they have read together e.g. school, town.
- Repeat new vocabulary in a context of a story.
- Asks relevant and purposeful questions of others.
- Use connectives in a sentence other than and or because (e.g. but, so as part of their story telling).
- Describe an event /object adding interesting details e.g. 'I got a unicorn for my birthday; it has glitter and sparkles on it!'
- Express their feelings and thoughts / opinions in different contexts: imaginative play, class discussion.
- Use the correct tense when speaking (especially picking up mistakes in irregular past tense verbs – went, ran, bought, spent).
- Negotiate by giving a reason why they want (to do) something.

Physical development – Gross motor

- To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching.
- Throw kick, and catch a large ball.
- Balance on and off equipment.
- Seek personal space.
- Jump safely from a piece of equipment.
- Remember sequences of patterns of movements relating to dance and rhythm.
- Balance on a balance board.
- Use core muscles to sit upright and achieve a good posture on a chair or on the floor.
- Use two wheeled bikes.
- To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being.

Physical development – Fine motor

- Use a tripod grip with increased confidence and effectiveness.
- Use a cutlery knife to cut and a fork to hold the food item in position.
- Hold scissors correctly.
- Cut out a spiral shape.
- Form taught letters correctly with correct start and end point of letters.
- Draw some common/regular shapes, e.g. a circle, square and triangle.
- Draw some simple representations of common objects.
- Explain why they have chosen to draw in a certain way, e.g. circle for bodies, straight lines for legs.

Oracy

Oracy Framework: Cognitive

Use 'because' to develop their ideas.

Make relevant contributions and ask questions.

Describe events that have happened to them in detail.

Enrichment

Trip to Lodmoor Park



Curriculum Overview 2024-2025

Year R Spring Term 1 – Specific Areas

<p>Maths</p> <p>Alive in 5.</p> <ul style="list-style-type: none">• Introduce Zero• Find 0 to 5.• Subitise 0 to 5.• Represent 0 to 5.• 1 more• 1 less• Composition.• Conceptual subitising to 5. <p>Mass and Capacity</p> <ul style="list-style-type: none">• Compare mass• Find a balance.• Explore capacity• Compare capacity.	<p>Growing 6, 7 and 8.</p> <ul style="list-style-type: none">• Find 6, 7 and 8.• Represent 6, 7 and 8.• 1more / 1 less• Composition 6, 7 and 8.• Make pairs – odd and even• Doubles to 8.• Combine 2 groups <p>Length, height and time.</p> <ul style="list-style-type: none">• Explore length• Compare length• Explore height• Compare height• Talk about time• Order and sequence time.	<p>Reading</p> <ul style="list-style-type: none">• Use key vocabulary (tier 2) in talking about learning.• Read some common exception words• Use growing phonic knowledge to decode regular words and read them aloud accurately• Read words and simple sentences containing taught graphemes.• Blend words that contain taught digraphs.• Retell major events of a story in sequence.• Use what has happened so far in the story to help them predict what could happen next (using their own life experiences).• To know what a setting is and be able to identify where stories they read are set. <p>Handwriting</p> <p>Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.)</p> <p>Plan according to pre-writing LINK and pencil grip LINK development continuums (for identified need).</p> <ul style="list-style-type: none">• Correctly, with accuracy, form all taught letters of the alphabet.• To understand the difference between vertical (straight), curved and diagonal lines.• To use taught diagraphs in writing.• To moderate through adult feedback letter size / orientation and formation adjusting to the size/space around the lines.	<p>Word Writing</p> <ul style="list-style-type: none">• To represent initial, end and medial sounds using taught phonics.• Spell known words with increasing confidence.• Write phrases and short sentences that can be read by others.• Link sounds to letters, naming and sounding the letters of the alphabet.• Order letter cards alphabetically.• Identify success in own writing.• Write words in response to a stimulus. <p>Sentence Building</p> <ul style="list-style-type: none">• Orally sequence at least 4 words into a sentence.• Know that there are words that can be used to describe objects, people and things.• Orally compose a sentence that includes descriptive words.• Write words, phrases and simple sentences.
<p>Understanding the world (History)</p> <ul style="list-style-type: none">• Understand that photos are a way of showing what happened in the past (context flying machines)• Know that some things are the same and some things are different in the past, be able to name some of the similarities and differences.• To know and use phrases a long time ago/ many years ago and know these relate to time before they were born.• To talk about why something might have changed e.g. aeroplanes that have a roof where it didn't before, when cars used to have to wound up, when irons had to be warmed in a fire.	<p>Understanding the world (Geography)</p> <ul style="list-style-type: none">• Use words that show distance e.g. near, far.• To know they live in England and this is part of the United Kingdom• To recognise some similarities and differences between life in this country and other countries (avoiding and addressing stereotypes)• Draw a simple map from a familiar story.• Know what a map is/what it is used for.	<p>Understanding the world (Computing)</p> <ul style="list-style-type: none">• Know that computers and digital devices have been programmed (created) by people. (Computer science)• Know that technology carries information, and we have some at school and at home i.e.name technology in school and talk about its uses. (IT)• To use technology in school to support learning. (reading on the IWB) (IT)• Use technology to draw with. (IT) <p>Understanding the world (Science)</p> <ul style="list-style-type: none">• Understand some of the changing states of matter• Know some seasonal changes in nature; plants and animals.• Know there are 4 seasons: Autumn, Winter Spring, Summer.• Know winter is mostly cold, and there is sometimes snow.• Know which clothes are worn in different weathers and why.	<p>Understanding the world (RE)</p> <ul style="list-style-type: none">• Know about the school values and be able to talk about what they mean to you and other people.• Enjoy and get to know several familiar Bible stories• The Emmanuel project – How can we help others when they need it?• (Salvation including A sikh story: Har Gobind and the 52 Princes)• I know how the traveller in the Good Samaritan story was saved or rescued.• recognise some images of Christian praying and identifying this as part of the religion.• Talk about things that happened when I needed help, or how I helped someone.• remember a story where someone needed help.• Talk about someone who is special because they help me when I need it.
<p>Expressive arts and design (Music)</p> <ul style="list-style-type: none">• Learn to sing a range of songs across different genre and cultures. (Link to UoW).• Join in with actions and begin to create their own. <p>Main Song – Spring 1</p> <ul style="list-style-type: none">• Wind the bobbin up• Rock-a-bye Baby• Five Little Monkeys• Twinkle Twinkle• If you're happy and you know it.• Head, shoulders, knees and toes.	<p>Expressive arts and design (Art) What can we see? Access Art</p> <ul style="list-style-type: none">• How to get different effects from different media e.g. chalk can smudge.• Use drawing to tell a story.• To make thick and thin lines (e.g. with different paintbrushes).• Create some recognisable shapes and features e.g. a rainbow or a circle for a sun, a face.• Mix colours to make new ones.• Make a repeated press print pattern with chosen objects (beads, straws buttons, sponges etc) paint & press.• To make choices about the materials and colours they use.• Select appropriate resources and say what they are going to make.• To describe their picture and say what they like about it.• Mould dough / clay into a shape of a specific object (e.g. dog, boat) by pinching, rolling, stretching and squeezing.	<p>Expressive arts and design (DT)</p> <ul style="list-style-type: none">• Select appropriate resources and say what they are going to make• Select appropriate tools and techniques needed to shape, assemble and join materials; use these safely.• That idea of improvement, noticing that one is better than the other and beginning to articulate why• To plan what they want to make e.g. verbal.• Know how to make some simple mechanisms e.g. pop-ups.• Give reasons why a product is fit or not fit for purpose e.g. Parachute	



Curriculum Overview 2024-2025

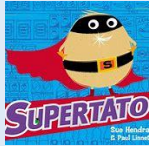
Year R Spring Term 2– Prime areas

Unit Title: Get, set, grow!

General Theme: Growing up, how to be healthy, food, planting, minibeasts.

Core Texts

Supertato
By Sue Hendra



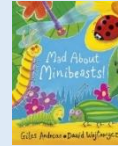
Grandpa's Garden
By Stella Fry



What will I be?
By Frances Stickley



Mad about Minibeasts
By Giles Andreae



Omar the bess and me
By Helen Mortimer



Traditional Tales
The Three Little Pigs



Personal, social and emotional development – Self-regulation

- Follow taught routines and class rules without each part of the sequence being prompted E.g. what you mean by tidy up, pack away, lining up.
- Express their emotions in an appropriate way.
- Use taught strategies (e.g. waiting, turn taking) to manage conflict / immediate needs not being met.
- Solve their own problems without continued adult support.

Personal, social and emotional development – Managing self

- Make healthy choices about their food and looking after their bodies - recognise some healthy/unhealthy foods
- Try another way when their first solution doesn't work.

Personal, social and emotional development – Relationships

- Respond to an adult when they have been asked to do something.
- Recognise how someone is feeling from the way they behave E.g. know some of the clues for spotting if someone is angry (clenched fists, shouting, red face) or upset (crying, quiet).
- Understand other people's feelings (through stories and real life).

Communication and language – listening, attention and understanding

- Retell a new story with a beginning, middle and an end.
- Takes turns in much longer conversations.
- Listen to other points of view.
- Respond to an answer or idea with further questions to help deepen my understanding.
- Follow a series of 3/4-step instructions.
- Listen to stories and then ask more detailed questions and talk about them to help build their understanding.
- Recognise humour.

Communication and language - Speaking

- Extend their sentences to add more detail so they can communicate their needs, thoughts and feelings more clearly.
- Use vocabulary related to topics taught and books they have read together e.g. school, town.
- Repeat new vocabulary in a context of a story.
- Asks relevant and purposeful questions of others.
- Use connectives in a sentence other than and or because (e.g. but, so as part of their story telling).
- Describe an event /object adding interesting details e.g. 'I got a unicorn for my birthday; it has glitter and sparkles on it!'
- Express their feelings and thoughts / opinions in different contexts: imaginative play, class discussion.
- Use the correct tense when speaking (especially picking up mistakes in irregular past tense verbs – went, ran, bought, spent).
- Negotiate by giving a reason why they want (to do) something.

Physical development – Gross motor

- To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching.
- Throw kick, and catch a large ball.
- Balance on and off equipment.
- Seek personal space.
- Jump safely from a piece of equipment.
- Remember sequences of patterns of movements relating to dance and rhythm.
- Balance on a balance board.
- Use core muscles to sit upright and achieve a good posture on a chair or on the floor.
- Use two wheeled bikes.

To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being.

Physical development – Fine motor

- Use a tripod grip with increased confidence and effectiveness.
 - Use a cutlery knife to cut and a fork to hold the food item in position.
 - Hold scissors correctly.
 - Cut out a spiral shape.
 - Form taught letters correctly with correct start and end point of letters.
 - Draw some common/regular shapes, e.g. a circle, square and triangle.
 - Draw some simple representations of common objects.
- Explain why they have chosen to draw in a certain way, e.g. circle for bodies, straight lines for legs.

Oracy

Oracy Framework: Social and Emotional

To look at someone who is speaking to them.
Take turns to speak when working in a group

Enrichment

Trip to St John's Church for Easter service

Curriculum Overview 2024-2025

Year R Spring Term 2– Specific Areas

<p>Maths <u>Building 9 and 10.</u></p> <ul style="list-style-type: none"> Find 9 and 10. Compare numbers 9 and 10. Represent 9 and 10. 1 more/ 1 less. Composition to 10. Bonds to 10. Make arrangements of 10. Bonds to 10 - 3 parts Doubles to 10. Explore odd and even 	<p>Maths <u>Explore 3-D Shapes</u></p> <ul style="list-style-type: none"> Recognise and name 3-D shapes. Find 2-D shapes within 3-D shapes. Use 3-D shapes for tasks. 3-D shapes in the environment. Identify more complex patterns. Copy and continue patterns. Patterns in the environment. 	<p>Reading</p> <ul style="list-style-type: none"> Use key vocabulary (tier 2) in talking about learning. Read some common exception words Use growing phonic knowledge to decode regular words and read them aloud accurately Read words and simple sentences containing taught graphemes. Blend words that contain taught digraphs. Use sequencing words (e.g. first, before) to sequence events when retelling a story. Answer questions about characters and setting. Ask questions about a text being read to them. Say what they like about stories that they have read and join in with stories read to them. <p>Handwriting</p> <ul style="list-style-type: none"> To show clear ascenders and descenders. To correctly ascend and descend in a straight line. To show the difference in size between lower case and upper-case letters. To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc). To write (form letters correctly) in a range of writing contexts, so not just when writing in SSP lessons. 	<p>Writing words</p> <ul style="list-style-type: none"> Write some taught common exception words, spelt correctly. To identify the part of common exception words that is tricky to spell. To understand that some past tense verbs don't end in 'ed'. To know that 'went' is the past tense of 'go'. To orally use sequencing words, e.g. 'first, next'. <p>Sentence Building</p> <ul style="list-style-type: none"> Say a complete sentence aloud before writing. Practise counting the words in a sentence so that they can remember it. Practise repeating the sentence to hold it in memory until the point of writing To know that these describing words can be part of a sentence. Start a sentence with a capital letter and end with a full stop.
<p><u>Understanding the world (History)</u></p> <ul style="list-style-type: none"> Know we do different things at different times of the day and different times of the year e.g. Easter. Understand that families can all be different (cross reference with PSHE curriculum). To know about people outside their family and talk about what makes them special (e.g. figures from the past) Recognise that some things happened before they were born. To talk about things in the past, present and future (e.g. things that are personal to them). 	<p><u>Understanding the world (Geography)</u></p> <ul style="list-style-type: none"> Recognise parts of the school on a map. Draw a local area map (eg a picture of a tree / building that you have walked past). -To know that a map can show how things on a journey are positioned to each other. <p><u>Understanding the world (Science)</u></p> <ul style="list-style-type: none"> Know spring starts cool then gets warmer. To know and label four body parts (head, arms, legs, feet). 	<p><u>Understanding the world (Computing)</u></p> <ul style="list-style-type: none"> Talk about how important a sensible amount of screen time is. Describe ways that some people can be unkind online. Know to not click on things when you don't know what they are or speak to strangers online. Know to follow the school's online safety rules in order to be safe online/ on a screen both at school and at home. Know to tell an adult if something upsets them online/ on a screen. Know trusted adults can help to keep them safe (online and offline). Ask an adult when they want to use the internet. 	<p><u>Understanding the world (RE)</u></p> <ul style="list-style-type: none"> Understanding Christianity – Salvation – Why do Christians put a cross in an Easter garden? Know some ways that they celebrate Easter. Know that Easter is a special time for Christians. Know that the cross is a special symbol for Christians. Know that Christians remember Jesus's last week at Easter. Know some of the Christian traditions of Christmas and Easter e.g. advent, palm crosses. Know why a Church is important to Christians. Know things you do with your family and friends that are special to you. Know about the school values and be able to talk about what they mean to you and other people. Know some of the signs of new life in spring such as flowers, eggs and baby animals
<p><u>Expressive arts and design (Music)</u></p> <ul style="list-style-type: none"> Choose a musical instrument to make a specific sound e.g. to accompany a story. Begin to use some musical terms e.g. high/low. Use untuned percussion to accompany music with increasing attention to the beat. Know the names of instruments they use. 	<p><u>Main Songs – Spring 2</u></p> <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row Row The Wheels on the bus The Hokey Cokey 	<p><u>Expressive arts and design (Art) How can we use our bodies to make art? Access Art</u></p> <ul style="list-style-type: none"> Add detail to drawings which represent each part of the object (e.g face, body, legs). Handling, manipulating and describing the materials being used and their effects. To talk about a process (how they have used a tool) to make a picture / print. To compare their work to someone else's (e.g. artists linked to school's curriculum/text) and notice some things that are the same and different. Add detail to drawings which represent objects e.g. details on a face, eyes nose mouth. Encourage accurate drawings of people. 	<p><u>Expressive arts and design (DT)</u></p> <ul style="list-style-type: none"> Names of equipment and utensils, ingredients, mix, stir, roll, pour, sift, pat, shape, cook, cool. Know that different ingredients combine to make a new food. Weigh/measure food products. Know that some foods need cooking and that cooking changes food. To identify healthy and unhealthy food

Curriculum Overview 2024-2025

Year R Summer Term 1– Prime areas

Unit Title: Up the drawbridge

General Themes: Castles, royals, history, conquest

Core Texts

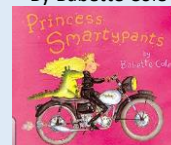
The very last castle
By Travis Jonker



Sir Scallywag and the golden underpants
By Giles Andreae



Princess Smartypants
By Babette Cole



Billy and the dragon
By Nadia Shireen



Traditional Tales
The Princess and the pea



Personal, social and emotional development – Self-regulation

- Know some strategies for calming down.
- Think about how others may react as a response to their behaviour.
- Think about the consequence of actions.
- Think about other people's perspective on a situation / other's points of view. Use this to modify their behaviour.
- Reflect on a conflict and whether what they did was the right course of action or there was a better solution.

Personal, social and emotional development – Managing self

- Manage their own needs.
- Know the basics of sun safety (don't look at the sun, wear a sun cream and sun hat).
- Use their knowledge about what is healthy and unhealthy to make sensible choices about the foods they eat.

Personal, social and emotional development – Relationships

- Give praise to others.
- Know people can feel more than one emotion at once.
- Think about other people's perspective on a situation / other's points of view. Use this to modify their behaviour.

Communication and language – listening, attention and understanding

- Retell a new story with a beginning, middle and an end. Adding detail for interest.
- Hold conversations which respond to something the other person has said.
- Listen and respond to other points of view.
- Ask more detailed questions about what they have heard, have learned and can do.
- Follow a series of multi-step instructions.
- Listen to stories and then ask more detailed questions and talk about them to help build their understanding.

Communication and language - Speaking

- Explain, so that others understand their needs, thoughts and feelings.
- Explain their point of view clearly when they disagree with an adult or a friend, using words as well as actions.
- Use talk to work out problems and organise thinking.
- Use talk to take on different roles during imaginative play.
- Use props and materials to enhance imaginative play.
- Use the correct tense when speaking (especially picking up mistakes in irregular past tense verbs – went, bought, spent).
- Give more detail to explain what they think about why something happens (e.g. link to U of the world).
- Use talk to
- Draw conclusions: 'The sky has gone dark maybe that means it might to rain'.
- Explain effect: 'It fell over because it was too tall.'
- Make Predictions: 'It might not grow in there if it is too dark.'
- Speculate: 'What if the bridge falls down?'

Physical development – Gross motor

- To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching.
- Negotiate space and obstacles safely.
- Move with energy e.g. dance.
- Adjust speed and change direction.
- Be spatially aware.
- Throw, catch, kick and pass a large ball.
- To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being.

Physical development – Fine motor

- Have a comfortable and secure tripod grip.
- Use a knife and fork effectively and independently.
- Use scissors and tools safely and effectively.
- Form taught letters correctly both lower and upper case.
- Draw 2D shapes accurately.
- Use a ruler to draw a straight line.

Oracy

Oracy Framework: Physical, Linguistic, Cognitive and Social & Emotional

Enrichment

Fire Safety and Fire Engine visit



Curriculum Overview 2024-2025

Year R Summer Term 1 – Specific Areas

<p><u>Maths</u></p> <p>To 20 and beyond.</p> <ul style="list-style-type: none">• Build numbers beyond 10 (10-13)• Continue patterns beyond 10 (10-13)• Build numbers beyond 10 (14-20)• Continue patterns beyond 10 (14-20)• Verbal counting beyond 20.• Verbal counting patterns. <p>How many more?</p> <ul style="list-style-type: none">• Add more.• How many did I add?• Take away• How many did I take away?	<p><u>Maths</u></p> <ul style="list-style-type: none">• Manipulate, compose and decompose• Select shapes for a purpose• Rotate shapes• Manipulate shapes• Explain shape arrangements• Compose shapes• Decompose shapes• Copy 2-D shape pictures• Find 2-D shapes within 3-D shapes.	<p><u>Reading</u></p> <ul style="list-style-type: none">• Use key vocabulary (tier 2) in talking about learning.• Say what part of the story they like the best and why.• Talk about their favourite stories, comparing them to each other. Make links and connections.• Recognise that additional information may be contained in illustrations, diagrams etc.• Use story telling language – once upon a time, happily ever after. <p><u>Handwriting</u></p> <ul style="list-style-type: none">• To use taught diagrams in writing.• To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc) so that writing sits on the line.• To moderate with increasing accuracy through adult feedback letter size / orientation and formation adjusting to the size/space around the lines.• To apply correct letter formation of all letters.	<p><u>Writing words</u></p> <ul style="list-style-type: none">• To use taught diagraphs in writing: ff , ll , ss, zz, ck, ch, sh, th, ng, nk, qu• Write taught common exception words, spelt correctly.• To represent initial, end and medial sounds using taught phonics.• Spell known words with increasing confidence• To orally use sequencing words, e.g. 'first, next'.• Write short sentences that can be read by others with growing detail. <p><u>Sentence Building</u></p> <ul style="list-style-type: none">• Accurately write short sentences, with words with known sound-letter correspondences using a capital letter and full stop.• Sequence a series of sentences orally before writing.• Understand that a sentence contains one or two ideas but no more.• Use a capital letter at the start of their name.• Use a full stop at the end of a sentence.• Use a capital letter at the start of a sentence.
<p><u>Understanding the world (History)</u></p> <ul style="list-style-type: none">• Understand that photos are a way of showing what happened in the past (context Castles)• Talk about things that are the same/different in a story about the past compared to now.• To give an opinion on change e.g. talk about if changes have made things better or worse.• To identify if something (object / photo/story) is from a long time ago.	<p><u>Understanding the world (Geography)</u></p> <ul style="list-style-type: none">• Follow instructions that include prepositions: behind, under, beside etc.	<p><u>Understanding the world (Computing)</u></p> <ul style="list-style-type: none">• Know that computers and digital services have been programmed (created) by people and we can do this too i.e. bee-bots. (Computer science)• Know that technology carries information, and we have some at school and at home i.e.name technology in school and talk about its uses. (IT)• To use technology in school to support learning (reading on the IWB). (IT)• To be able to give instructions to a program (e.g. bee bot).• To know how to switch on an ipad.• To know how to open an app.• To know how to type in name/log on using a keypad.• To suggest technology for a purpose (ipad /camera).	<p><u>Understanding the world (RE)</u></p> <ul style="list-style-type: none">• Know things you do with your family and friends that are special to you.• -Know about the school values and be able to talk about what they mean to you and other people.• -Know what a home is and what makes it special to me.• -Know the differences between different homes around the world (avoiding and addressing stereotypes).• Emmanuel Project – What makes every single person unique and precious?• recognise something a Christian might do to follow Jesus’ Golden rule.• I can talk about what I think is special about me.• Know the name of at least one other faith/religion.• Know who, where and how followers of one other faith/religion worship.• Know some of the stories, traditions and festivals of one other faith/religion.
<p><u>Expressive arts and design (Music)</u></p> <ul style="list-style-type: none">• Sing a range of songs in unison with the class or a group.• Join in with actions and suggest others or alternatives.• Begin to recognise changes in pitch, tempo and dynamics when listening to music.• To know that songs have sections• Choose musical instruments for specific reasons and say why.• Begin to hold a steady beat when accompanying music with body or instrument percussion.• Know the names of instruments they use and some of the more common ones that they hear e.g. piano.• <u>Main Songs – Summer 1</u>• Big Bear Funk	<p><u>Expressive arts and design (Art) How can we use our imaginations? Access Art</u></p> <ul style="list-style-type: none">• To use understanding of line to create a drawing, describe its features and explain choices made.• Know how to make some secondary colours e.g. green.• To use understanding of colour to create a painting, describe its features and explain choices made.• (NB any of the above can be combined as per school’s curriculum)• To compare their work to someone else’s (e.g. artists linked to school’s curriculum/text) and notice some things that are the same and different.• To talk about a process (how they have used a tool) to make a picture / print.• Handling, manipulating and describing the materials being used and their effects.	<p><u>Expressive arts and design (DT)</u></p> <ul style="list-style-type: none">• Use key vocabulary (tier 2) in talking about learning.• Talk about their creation and how they made it• Choose and use appropriate tools and techniques needed to shape, assemble and join materials; use these safely.• Talk about something that could be improved• To draw a plan of what they want to make e.g. pictorial• Talk about how they changed their plan as they worked and why.• Know how to make some simple mechanisms e.g. sliders and levers.• Know why a familiar product is or isn’t fit for purpose and how it could be improved e.g. a bed for a doll.	



Curriculum Overview 2024-2025

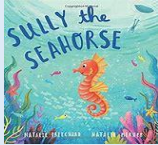
Year R Summer Term 2 – Prime Areas

Unit Title: Save our seas

General Themes: Sea creatures, pollution, recycling, pirates and mermaids.

Core Texts

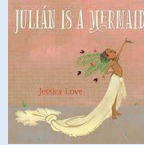
Sully the Seahorse
By Natalie Pritchard



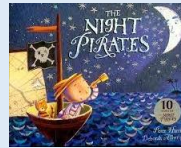
Shark in the Park
By Nick Sharratt



Julian is a Mermaid
By Jessica Love



The Night Pirates
By Peter Harris



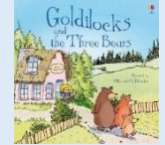
Somebody swallowed Stanley
By Sarah Roberts



Clean up!
By Nathan Byron



Traditional Tale
Goldilocks and the three bears.



Personal, social and emotional development – Self-regulation

- Know some strategies for calming down.
- Think about how others may react as a response to their behaviour.
- Think about the consequence of actions.
- Think about other people's perspective on a situation / other's points of view. Use this to modify their behaviour.

Reflect on a conflict and whether what they did was the right course of action or there was a better solution.

Personal, social and emotional development – Managing self

- Manage their own needs.
- Know the basics of sun safety (don't look at the sun, wear a sun cream and sun hat).
- Use their knowledge about what is healthy and unhealthy to make sensible choices about the foods they eat.

Personal, social and emotional development – Relationships

- Give praise to others.
- Know people can feel more than one emotion at once.
- Think about other people's perspective on a situation / other's points of view. Use this to modify their behaviour.

Communication and language – listening, attention and understanding

- Retell a new story with a beginning, middle and an end. Adding detail for interest.
- Hold conversations which respond to something the other person has said.
- Listen and respond to other points of view.
- Ask more detailed questions about what they have heard, have learned and can do.
- Follow a series of multi-step instructions.
- Listen to stories and then ask more detailed questions and talk about them to help build their understanding.

Communication and language - Speaking

- Explain, so that others understand their needs, thoughts and feelings.
- Explain their point of view clearly when they disagree with an adult or a friend, using words as well as actions.
- Use talk to work out problems and organise thinking.
- Use talk to take on different roles during imaginative play.
- Use props and materials to enhance imaginative play.
- Use the correct tense when speaking (especially picking up mistakes in irregular past tense verbs – went, bought, spent).
- Give more detail to explain what they think about why something happens (e.g. link to U of the world).
- Use talk to
- Draw conclusions: 'The sky has gone dark maybe that means it might to rain'.
- Explain effect: 'It fell over because it was too tall.'
- Make Predictions: 'It might not grow in there if it is too dark.'
- Speculate: 'What if the bridge falls down?'

Physical development – Gross motor

- To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching.
- Negotiate space and obstacles safely.
- Move with energy e.g. dance.
- Adjust speed and change direction.
- Be spatially aware.
- Throw, catch, kick and pass a large ball.
- To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being.

Physical development – Fine motor

- Have a comfortable and secure tripod grip.
- Use a knife and fork effectively and independently.
- Use scissors and tools safely and effectively.
- Form taught letters correctly both lower and upper case.
- Draw 2D shapes accurately.
- Use a ruler to draw a straight line.

Oracy

Oracy Framework: Physical, Linguistic, Cognitive and Social & Emotional

Enrichment

Beach clean-up on Weymouth beach
Trip to the farm

Curriculum Overview 2024-2025

Year R Summer Term 2 – Specific Areas

<p>Maths Sharing and grouping</p> <ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping • Even and odd sharing • Play with and build doubles. 	<p>Maths Visualise, build and map.</p> <ul style="list-style-type: none"> • Identify units of repeating patterns. • Create own pattern rules. • Explore own pattern rules. • Replicate and build scenes and constructions. • Visualise from different positions. • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations. 	<p>Reading</p> <ul style="list-style-type: none"> • Use key vocabulary (tier 2) in talking about learning. • Begin to use expression in reading and retelling to engage a listener. • Ask detailed questions about texts they have read/being ready to them, sharing what interests them. • Retell stories and include key details. Ask and answer questions about setting, characters and events. Explains who is speaking at various points throughout the story. • Blend words of more than one syllable using taught graphemes. • To read with confidence a range of phonic matched books and to retell familiar stories. • To read a range of common exception words • To use phonic knowledge to decode regular words and read them aloud accurately <p>Handwriting</p> <ul style="list-style-type: none"> • Correctly, with accuracy, form all taught letters of the alphabet. • To write (form letters correctly) in a range of writing contexts, so not just when writing in SSP lessons . • To show the difference in size between lower case and upper-case letters. • To show clear ascenders and descenders, with appropriate size and orientation to the line. 	<p>Writing words</p> <ul style="list-style-type: none"> • To identify the part of common exception words that is tricky to spell. • Identify success in own writing. • Write words in response to a stimulus. • To understand that some past tense verbs don't end in 'ed'. • To know that 'went' is the past tense of 'go' <p>Sentence Building</p> <ul style="list-style-type: none"> • Re-read a sentence to check it makes sense. • Edit with a teacher to apply knowledge of misspelt words. • Understand that the purpose of a full stop is to end an idea. • Understand that a capital letter follows a full stop. • Understand that writers read and re-read their writing to check it makes sense.
<p>Understanding the world (History)</p> <ul style="list-style-type: none"> • Talk about things that are the same/different in a story about the past compared to now. • To give an opinion on change e.g. talk about if changes have made things better or worse. • To identify if something (object / photo/story) is from a long time ago. • To know that they they are part of a wider community (groups, clubs, church, neighbourhood). 	<p>Understanding the world (Geography)</p> <ul style="list-style-type: none"> • Understand why we should respect and look after the world. • Know simple ways to look after the world. • Follow clues on a simple treasure hunt that describes easily identified features. • Follow instructions that include prepositions: behind, under, beside etc. 	<p>Understanding the world (Computing)</p> <ul style="list-style-type: none"> • Use technology to draw with. (IT) • Be able to talk about how to stay safe online (talk to teacher/trusted adult; not click on unknown things; not give name out). 	<p>Understanding the world (RE)</p> <ul style="list-style-type: none"> • -Know about the school values and be able to talk about what they mean to you and other people. • -Know about a range of stories with morals 'The Boy who cried Wolf' (Aesop's fables) including Bible stories • -Be able to identify a moral of the story. • -Know how the characters might have felt. • Emmanuel Project – How can we care for our wonderful world. I can remember the different things created by God in the Bible story of Creation I can recognise something a Christian does because they believe God says to care for the world I can recognise why a song / prayer about God's world is important to Christians I can talk about when I have looked after or cared for someone or something myself I can talk about something interesting or wonderful in the Creation story or in the world around me I can talk about what I think is special or wonderful in the natural world
<p>Expressive arts and design (Music)</p> <ul style="list-style-type: none"> • Sing a range of songs in unison with the class or a group. • Join in with actions and suggest others or alternatives. • Begin to recognise changes in pitch, tempo and dynamics when listening to music. • To know that songs have sections • Choose musical instruments for specific reasons and say why. • Begin to hold a steady beat when accompanying music with body or instrument percussion. • Know the names of instruments they use and some of the more common ones that they hear e.g. piano 	<p>Main Songs – Summer 2 Big bear funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Rock-a bye Row, row, row</p>	<p>Expressive arts and design(Art) How can we build worlds? Access Art</p> <ul style="list-style-type: none"> • To use understanding of texture to create visual art, describe its features and explain choices made. • Combine materials to create new textures (e.g. paint and sand/lentils). • To use understanding of form to create a 3D piece of art , describe its features and explain choices made. • Mould dough / clay into a shape of a specific object and add detail to it (e.g. tools to make marks on it to decorate). • To use understanding of print to create a print work, describe its features and explain choices made. • To use understanding of pattern to create a piece of art, describe its features and explain choices made. 	<p>Expressive arts and design (DT)</p> <ul style="list-style-type: none"> • Use key vocabulary (tier 2) in talking about learning. • Talk about their creation and how they made it • Choose and use appropriate tools and techniques needed to shape, assemble and join materials; use these safely. • Talk about something that could be improved • To draw a plan of what they want to make e.g. pictorial • Talk about how they changed their plan as they worked and why. • Know how to make some simple mechanisms e.g. sliders and levers. • Know why a familiar product is or isn't fit for purpose and how it could be improved e.g. a bed for a doll.

