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Overview Theme	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	THIS IS ME!	PET RESCUE	WHEN I GROW UP	ONCE UPON A TIME	IN THE GARDEN	SAVE OUR PLANET
	<ul style="list-style-type: none">• Transition• Finding way around school• Jobs people do in school• Families/History• Healthy Eating	<ul style="list-style-type: none">• Pets• Fireworks – caring for pets• Diwali• Nativity	<ul style="list-style-type: none">• Families• Jobs People do• Chinese New Year	<ul style="list-style-type: none">• Traditional Tales• Easter	<ul style="list-style-type: none">• Plants/Growing• Minibeasts	<ul style="list-style-type: none">• Plants/Growin• Caring for our planet
High Quality Texts	<ul style="list-style-type: none">• Colour Monster• Harry and the Dinosaurs Start School• Stick Man• Supertato• The Enormous Turnip• The Family Book• The Tiger who came to Tea	<ul style="list-style-type: none">• Binny’s Diwali• Fernand the Fox and the Hedgehog• Dear Zoo• Hairy Maclary• Bedtime for Monsters• The Christmas Story by Ian Beck	<ul style="list-style-type: none">• The Last Polar Bear• You choose• Clever Sticks• When I grow up• Winnie the Witch• Chinese New Year• Words and your heart	<ul style="list-style-type: none">• Goldilocks and the Three Bears• Three Little Pigs• Three Billy Goats Gruff• Little Red Riding Hood• Monkey Puzzle• Easter Story	<ul style="list-style-type: none">• Aaaarrhh Spider!• Bad Tempered ladybird• What the Ladybird Heard• The Very Hungry Caterpillar• Superworm• Yucky Worms• Jack and The Beanstalk• Sam and the Pot	<ul style="list-style-type: none">• The Last Tree in the City• Lorax• We planted a tree• Chimpanzees of happy town• Somebody Swallowed Stanley• A Clean Up• Ana Habiscus Splash• Greta and the Giants• The Great Paper Caper• The Lion Inside
Storytime Focus	<ul style="list-style-type: none">• Class Name Stories	<ul style="list-style-type: none">• Traditional Tales	<ul style="list-style-type: none">• Little People Big Dreams	<ul style="list-style-type: none">• Books by same author• <i>Julia Donaldson</i>	<ul style="list-style-type: none">• Books by same author• <i>Sue Hendra</i>	<ul style="list-style-type: none">• Children’s choices
Special Events	<ul style="list-style-type: none">• Trip to Broad Oak park• Harvest festival	<ul style="list-style-type: none">• Pet visit• Nativity – play	<ul style="list-style-type: none">• Police Visit• Fireman visit.• Tiny Street	<ul style="list-style-type: none">• Chicks• Mother’s Day• Grandparent visit	<ul style="list-style-type: none">• Sunflower Competition	<ul style="list-style-type: none">• Sports Day• Knockhatch Trip

			<ul style="list-style-type: none"> 100 days at school 			
Parental Involvement	<ul style="list-style-type: none"> Welcome meetings (June/July) Home visits Curriculum Meeting Phonics Workshop Wow Slips (moments from home) Stickman Trip End of term parent and child feedback sheet. 	<ul style="list-style-type: none"> Nativity Parents evening Wow slips (moments from home) End of term parent and child feedback sheet. 	<ul style="list-style-type: none"> Job talks Wow slips (moments from home) End of term parent and child feedback sheet. 	<ul style="list-style-type: none"> Parent consultation Wow slips (moments from home) Grandparent Tea party End of term parent and child feedback sheet. 	<ul style="list-style-type: none"> Wow slips (moments from home) End of term parent and child feedback sheet. 	<ul style="list-style-type: none"> End of Year Celebration Wow slips (moments from home) Reports Sports day
Communication & Language (C&L)	<p>Welcoming</p> <ul style="list-style-type: none"> Settling in activities Making friends Children talk about familiar experiences Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Model talk routines/social phrases through the day. Language link and Speech link screening Learning how to listen 	<p>Story Telling</p> <ul style="list-style-type: none"> Develop vocabulary: Talk about similarities and differences between things in the past and now Listening and responding to stories Following instructions Takes part in discussion Forming ideas into sentences Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. 	<p>Explaining</p> <ul style="list-style-type: none"> Develop vocabulary: Asks how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events 	<p>Adding More Details</p> <ul style="list-style-type: none"> Develop vocabulary; Reciting poems and songs Learn and recite, rhymes poems and songs: Tell me a story - retelling stories: Listen to and engage in and talk about selected non-fiction Articulate Ideas and thoughts into well-formed sentences Ask questions to find out more Use of sentence stems Develop use of questioning – who where what why when how 	<p>Recounting</p> <ul style="list-style-type: none"> Develop vocabulary; Learn and recite, Rhymes, poems and songs: Listen to, engage in and talk about non-fiction Describe events in some detail: caterpillar life cycle Articulate a life cycle Ask questions to find out more Talk about similarities and differences between things in the past and now 	<p>Comparing</p> <ul style="list-style-type: none"> Develop vocabulary Learn and recite, poems and songs: Talk about similarities and differences between places Talk the experiences I have had at different points in the school year Use talk to help work out problems and organise thinking and activities, and to explain how things work

		<ul style="list-style-type: none"> About celebrations Nativity – acting out a part 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. 		<ul style="list-style-type: none"> Link ideas using a range of connectives 	and why they might happen
Managing Self Self regulation Making relationships	<ul style="list-style-type: none"> Handwashing Class rules: Behavioural expectations in the class/garden/boundaries set See themselves as a valuable individual Building relationships with adults and peers Feelings and how to manage them – The Colour Monster Being a safe pedestrian- walk to Broad Oak Park 	<ul style="list-style-type: none"> Turn taking in game play Independence: putting own socks and shoes on/changing for Nativity and Forest School Express feelings and how to manage them/consider the feelings of others – Colour Monster School values Being kind to living creatures Taking care of animals (home pets) 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Safer Internet Day-screen time Think about the perspective of others – how people may feel when involved in emergencies Identifying and moderating feelings – socially and emotionally Knowing what private means Knowing that some things are done in private. Knowing other people need to be private sometimes Oral hygiene: teeth cleaning 	<ul style="list-style-type: none"> Manage their own personal hygiene Good Sleep routines link with Goldilocks (Well-being) Healthy screen time read Unplugged. (Well-being) Being a good pedestrian-holding hands (Well-being) Stranger Danger (Well-being) Rosie’s Glasses book (Well-being) 	<ul style="list-style-type: none"> Healthy eating: Importance of exercise, sensible amounts of screen time, sleep routine. Looking after our world– recycling Taking care of animals (worms) 	<ul style="list-style-type: none"> Transition into Year 1 Managing change - transition – feelings and emotions linked to change The importance of regular physical activity (Sports Day)

Fine motor	<ul style="list-style-type: none">• Fine motor skill assessment• Dough Disco• Thread big beads• Snappy fingers (tripod) grip• Teach and model formation of first sixteen RWI letters• Draw lines and circles• Take shoes off and on• Support Forest school clothing and coats.• Support use of cutlery	<ul style="list-style-type: none">• Fine motor Interventions• Dough Disco (targeted)• Thread smaller items• Snappy fingers (tripod) grip secured• Use tools to effect the change in materials• Weaving paper (paperchains)• Teach and model formation of all 26 letters.• Guided drawing• Draw more complex shapes (triangle, square)• Support use of cutlery	<ul style="list-style-type: none">• Cutting zig zags with scissors• Manipulate playdough with other objects• Construction and malleable materials with increasing control• Encourage children to draw more freely• Forms recognisable letters that are mostly formed correctly.• Button clothing/zips• Independent use of cutlery	<ul style="list-style-type: none">• Cutting curves and circles with scissors• Manipulate playdough with other objects• Threads items onto smaller strings/laces• Focus on formation– (direction/ascenders/descenders)• Button clothing/zips• Independent use of• Cutlery– cut own dinner	<ul style="list-style-type: none">• Cutting a variety of shapes including squares• Replicates patterns using small objects (pegboards)• Draws pictures that are recognisable• Forms letters that are of a consistent height and small enough to fit on the one line• Develop a handwriting style which is fast, accurate and efficient• Builds things with smaller linking blocks (Lego/cogs)	<ul style="list-style-type: none">• Cutting confidently with scissors for a range of purposes• Draws pictures that are recognisable and adds more details• Forms letters that are of a consistent
Gross motor	Games and Dance <ul style="list-style-type: none">• Balance• Negotiate space• Travel with confidence• Develop body strength• Use core muscle strength to achieve good posture when sitting on the floor.• Develop skills to manage the school	Games and Dance <ul style="list-style-type: none">• Move energetically• Move to music• Copy basic actions• Negotiate space• Perform teacher led warm up• Refine fundamental skills• Develop body strength/coordination	Games and Gymnastics <ul style="list-style-type: none">• Balance• Core muscle strength• Jumping and landing• Awareness of space• Combine different movements	Games and Gymnastics <ul style="list-style-type: none">• Ball skills: throwing, catching, kicking, passing, batting and aiming• develop confidence, competence, precision, and accuracy when engaging with activities that involve a ball• Refine fundamental skills• Combine different movements with ease and fluency• Develop Control and Grace,	Games and Athletics <ul style="list-style-type: none">• Running skills• Teamwork• Follow the rules of the game• Set goals/aims	Games and OAA <ul style="list-style-type: none">• Improve running skills• Teamwork• Follow the rules of the game• Communication to complete tasks• Sports day

	<p>day successfully (lining up)</p> <ul style="list-style-type: none"> Explore Bikes/Trikes/Scooters 	<p>tion, balance and agility</p> <ul style="list-style-type: none"> Develop confidence on Bikes/Trikes and scooters 	<ul style="list-style-type: none"> Confidently use large apparatus safely Control apparatus confidently Develop confidence on Bikes/Trikes and scooters 			
Comprehension	<ul style="list-style-type: none"> Show a preference for a book, song or rhyme 	<ul style="list-style-type: none"> Talk about events and characters in a story read to me Join in with rhymes and stories Fill in missing words from well-known rhymes 	<ul style="list-style-type: none"> Show interest and answer simple questions about a text Use words that I know to check my reading makes sense Read and re-read books to build confidence in understanding and enjoyment Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> Demonstrate understanding when talking about what I have read Repeat words or phrases to check my reading 	<ul style="list-style-type: none"> Begin to notice if my reading makes sense and looks right Think about what I already know to help me with my reading Say rhymes by heart Sometimes notice errors Know that illustrations can help me make sense of my reading 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary Understand recently introduced vocabulary during discussions
Word Reading	<p>Phonics : Read Write Inc</p> <ul style="list-style-type: none"> Whole class Read first 16 sounds Handle books correctly and follow print left to right, top to bottom. I understand print has 	<p>Phonics : Read Write Inc</p> <ul style="list-style-type: none"> Groups-Read 25 + sounds and blend orally Link sounds to letters 	<p>Phonics : Read Write Inc</p> <ul style="list-style-type: none"> Groups-Read single letter sounds speedily—31 sounds Read 	<p>Phonics : Read Write Inc</p> <ul style="list-style-type: none"> Groups-Read single letter sounds speedily including special friends-35 sounds Read word Time 1.5-1.6 (Using Fred special Friends with Fred Talk) Read 3 	<p>Phonics : Read Write Inc</p> <ul style="list-style-type: none"> Groups-All set 1 and set 1 special friends Can read words containing special friends – 35 Sounds 	<p>Phonics : Read Write Inc</p> <ul style="list-style-type: none"> Groups <i>All set 1 sounds & special friends -41 sounds</i> Read phase 4 words

	<p>meaning and different purposes, locate the title and different parts of a book.</p> <ul style="list-style-type: none">• Understand page sequencing• Segment and blend words orally• Recognise words that rhyme• Recognise words with the same initial sounds• Link sounds to letters	<ul style="list-style-type: none">• Begin to blend and segment in order to read vc and cvc words• Begin to match spoken word to written word (1 to 1 cor) across 2-3 lines of print• Read some Phase 2 words including some tricky words	<p>word Time 1.1-1.4</p> <ul style="list-style-type: none">• Recall a title• Read with letter-sound correspondence• Read common irregular words (Phase2/3)• Link all sounds to letters• Read simple words by blending sounds and I check what I read makes sense and sounds right• Read simple phrases• Read and re-read books to build confidence in word reading and fluency.	<p>nonsense words with Fred Talk</p> <ul style="list-style-type: none">• Read and understand simple sentences• Use phonic knowledge to read and decode regular words• Read all Phase 2 words• Read some of Phase 3 words	<ul style="list-style-type: none">• Read phase 3 words (decodable and tricky)• Read words consistent with my phonic knowledge by sound blending• Re-read books showing increased accuracy and fluency	<p>(decodable and tricky)</p> <ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)• Read words consistent with my phonic knowledge by sound blending (ELG)
Writing	<ul style="list-style-type: none">• Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.• Name writing• Writing initial sounds and simple captions• Use initial sounds	<ul style="list-style-type: none">• Name writing• Labelling,• Writing in role play• Using initial letters in writing.• Writing tricky words• Spell words by Identifying the	<ul style="list-style-type: none">• Rhyming words/sentences• Instructions• Captions• Writing recipes, forming lowercase and capital letters correctly	<ul style="list-style-type: none">• Recount, lists, writing captions and labels• Writing simple sentences.• Writing short sentences to accompany pictures• Forming lowercase and capital letters correctly• Write short sentences with words with known sound letter correspondences	<ul style="list-style-type: none">• Exciting adjectives• Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces	<ul style="list-style-type: none">• Story writing,• Writing sentences using a range of tricky words that are spelt correctly• Beginning to use full stops, capital letters and finger space

	<ul style="list-style-type: none"> • Writing some letters accurately • Names labels • Writing for a purpose in role play • Begin to form lowercase and capital letters correctly 	<ul style="list-style-type: none"> • sounds and then writing the sound with the letters • Begin to form lowercase and capital letters correctly 	<ul style="list-style-type: none"> • Creating own story maps, • Character descriptions • Innovation of familiar texts • Non-fiction writing (polar bear facts) 	<ul style="list-style-type: none"> • using a capital letter and a full stop. 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Rhyming words. • Labels and captions – life cycles • Non fiction writing (life cycle facts) 	<ul style="list-style-type: none"> • Using familiar texts as a model for writing own stories • Recount- Trip to Knockhatch
Maths	<ul style="list-style-type: none"> • Matching • Sorting • Comparing amounts • Exploring patterns • Count objects, actions and sounds 	<ul style="list-style-type: none"> • Representing, comparing and composition of numbers • 2D Shape • Spatial awareness • One more one less • Comparing shapes • Subitising • Link the numeral with the cardinal number value • Count beyond 10 	<ul style="list-style-type: none"> • Zero and comparing numbers • Pairs and combining groups to 10 • Length and height • Compare size/weight • Adding • Taking away • Continue, copy and complete repeating patterns 	<ul style="list-style-type: none"> • Comparing numbers to 20 including one more one less • Number bonds to 10 • 3D shape • Compare capacity 	<ul style="list-style-type: none"> • Building numbers beyond 20 • Counting patterns/spatial reasoning • Adding • Taking away • Night and day (routines/time) • Number bonds to 10 • Select, rotate and manipulate shapes to develop spatial reasoning skills 	<ul style="list-style-type: none"> • Doubles • Sharing and grouping • Odd and even • Spatial reasoning • Patterns • Positional language • Compose and decompose shapes
People, Culture and Communities The Natural World Past and Present)	<ul style="list-style-type: none"> • Order my own life Events orally • Describe what life was like when I was a baby—visit from a baby • Describe the changes across the 4 seasons • Explore the natural world around them • Draw a simple map (Stickman trail) 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways • Talk about significant events in my life • Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> • Celebrate Chinese New year • Recognise that people have different beliefs and celebrate special times in different ways • Recognising that people have different beliefs 	<ul style="list-style-type: none"> • Describe special events (Easter) • Recognise that people have different beliefs and celebrate special times in different ways (Easter) • Describe what you hear, feel and see– Forest School and predict what might happen next • Describe the changes across the 4 seasons. • Can understand the key features of the life cycle of a 	<ul style="list-style-type: none"> • Describe the changes across the 4 seasons. • Name and describe some plants that are familiar to me • Make observations and drawings of plants • Know what a plant needs grow 	<ul style="list-style-type: none"> • Describe the changes across the 4 seasons • Understand the effects of changing seasons on the world around me • Distinguish between natural and man-made • Share texts that offer an insight

		<ul style="list-style-type: none">• Show care for living things (pets) Describe what you hear, feel and see– Forest School• Describe the changes across the 4 seasons• Describe things that they have seen outside	<ul style="list-style-type: none">• Show an interest in different occupations• Identify members of the community• Talk about lives of people around us• Recognise and observe changes in states of matter• Describe what you hear, feel and see and explain why Forest School• Describe the changes across the 4 seasons. Winter	plant and animal– hatching chicks	<ul style="list-style-type: none">• Show care and concern for living things in the environment• Show care for living things (minibeasts)• Talk about things that they have observed such as plants and animals• Talk about things that have happened (plants growing)	<p>into contrasting environments. (Nigeria/Bexhill)</p> <ul style="list-style-type: none">• Compare and contrast characters from stories including figures from the past. (Clean up, Greta Thunberg, David Attenborough)• Similarities and differences between life in this country and life in other countries• Know there are different countries in the world• Ask questions about aspects of my familiar world such as the place where I live or the natural world• Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see
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Expressive Arts and Design	<ul style="list-style-type: none"> • Join in with songs • Beginning to mix colours • Explore Kandinsky circles • Build stories around toys (small world) use available props to support role play • Build models using construction equipment • Exploring sounds and how they can be changed, tapping out of simple rhythms • Feelings: sharing stories and discussing feelings and behaviour – linked to PSED • Listen attentively music 	<ul style="list-style-type: none"> • Use different textures and materials to make animal pictures • Listen to music and make their own dances in response. • Christmas decorations, Christmas cards, Divas, Christmas songs/poems, Nativity • Role Play of The Nativity • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups • Junk modelling, monsters/pets • Music: Christmas songs • Use clay to make a hedgehog representation 	<ul style="list-style-type: none"> • To draw a self-portrait (enclosing lines): draw definite features • Colour mixing – skin tones • Explore how colour can be changed • Making lanterns, Chinese writing, puppet making, Chinese music • Recognise create and describe pattern • Junk model using big boxes • Dressing up in different costumes • Move to and talk about music • Watch and talk about dance and performance art, expressing their feelings and responses (Chinese dragon dance) 	<ul style="list-style-type: none"> • Drama conventions through literacy • The use of story maps, props, and puppets will encourage children to retell, invent and adapt stories • Make different textures; make patterns using different colours • Encourage children to create their own music • Easter crafts printing, patterns on Easter eggs • Combine media to make a collage 	<ul style="list-style-type: none"> • To do an observational drawing of a flower • Provide children with a range of materials for children to construct with. • Talk about a famous artist- Matisse The Snail. • Use various construction materials • Children will explore ways to protect the growing of plants by designing scarecrows / minibeast modelling, take picture of children's creations and record them explaining what they did • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue 	<ul style="list-style-type: none"> • Colour mixing – Sun flowers (Van Gogh) • Making models from recycled materials: link to keeping our sea clean • Listen to music
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