

**YEAR R Curriculum Map 2023-2024**

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>COMMUNICATION &amp; LANGUAGE</b>	To become confident to speak with adults and peers To follow instructions To sit and listen appropriately To develop language skills, learning new words and through experiences	To become confident to speak with adults and peers To follow instructions To sit and listen appropriately To develop language skills, learning new words and through experiences	To become confident to speak with adults and peers To follow instructions To sit and listen appropriately To develop language skills, learning new words and through experiences	To become confident to speak with adults and peers To follow instructions To sit and listen appropriately To develop language skills, learning new words and through experiences	To become confident to speak with adults and peers To follow instructions To sit and listen appropriately To develop language skills, learning new words and through experiences	To become confident to speak with adults and peers To follow instructions To sit and listen appropriately To develop language skills, learning new words and through experiences
<b>English</b>	Story time using same book for a week. (depend on interests) Story time at end of day and for maths Big writing using nursery rhymes Understand that print carries meaning and looking at print in the environment Practice/develop pencil grip Practice the 'c' shape before starting phonics	Story time using same book for a week. (depend on interests) Story time at end of day and for maths Blending /segmenting Some children may start reading books Big writing (using nursery rhymes) letter formation Name writing with correct letter formation Writing CVC words Start cumulative texts for those that are ready	Story time using same book for a week. (depend on interests) Story time at end of day and for maths Blending/segmenting Introduce what a sentence in Reading captions Reading books as children become able Writing CVC words / captions Letter formation Cumulative texts	Story time using same book for a week. (depend on interests) Story time at end of day and for maths Blending/segmenting Look at different sentences Writing a simple sentence with Reading books letter formation Writing longer captions Cumulative texts	Story time using same book for a week. (depend on interests) Story time at end of day and for maths To have an understanding of what a sentence is Blending/segmenting Writing a simple sentence with support talk about full stops and Capital letters Reading books Letter formation	
<b>PHONICS (Floppy's Phonics)</b>	Phonic games including nursery rhymes / rhyming/initial sounds/final sounds/oral segmenting Floppy Phonics start Week 5 Book 1 s a t p Book 2 i n m d Book 3 g o c k Book 4 -ck e u r Book 5 h b f -ff Book 6 l ll -le -ss Words: l, the, to, ten, of, off, into, no, go		Book 7 j v w Book 8 x y z Book 9 -zz qu ch Book 10 sh th -ng Book 11 -dge -ve wh Book 12 -cks -tch -nk Words: she, we, he, little, seven, you, six, was, they, all, me, her, when, have, which		Book 13 ai ee -igh Book 14 oa -oo oo Book 15 ar or ur Book 16 ow oi ear Book 17 air er -er Revise all sounds Words: are, again, my, why, sky, three, too, look, be	
<b>MATHS (White Rose)</b>	<b>Match, sort and compare</b> Match objects Match pictures and objects Identify a set Sort objects Explore sorting Rules for sorting Compare amounts  <b>Measure and Patterns</b> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	<b>It's me 1, 2, 3</b> 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  <b>Circles and Triangles</b> Identify and name circles and triangles Compare them Shapes in the environment Describe position  <b>1, 2, 3, 4, 5</b> Find, subitise and represent 4 & 5 1 more and 1 less Composition of 4 and 5 Composition of 1-5  <b>Shapes with 4 sides</b>	<b>Alive in 5</b> Zero Find 0-5 Subitise and represent 0-5 1 more and 1 less Composition Conceptual subitising to 5  <b>Mass and Capacity</b> Compare mass Find a balance Explore capacity Compare capacity  <b>Growing 6, 7, 8</b> Find and represent 6, 7 and 8 1 more and 1 less Composition of 6, 7 and 8 Pairs/Odd and even Find and make a double to 8	<b>Length, height and time</b> Explore and compare length Explore and compare height Talk about time Order and sequence time  <b>Building 9 and 10</b> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more and 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Find and make a double to 10 Explore even and odd  <b>Explore 3-D shapes</b> Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes	<b>To 20 and beyond</b> 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  <b>How many now?</b> Add more How many did I add? Take away How many did I take away?  <b>Manipulate, compose and decompose</b> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements	<b>Sharing and grouping</b> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Doubles  <b>Visualise, build and map</b> <b>Make connections</b> 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

		Identify and name Combine shapes Shapes in the environment My day and night		Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	Create own maps of familiar places Create own maps and plans from story situations <b>Make connections</b> Deepen understanding Patterns and relationships
<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	<p>To follow school rules age and stage of development To share appropriately To leave parent appropriately To be confident in the school setting To be happy To negotiate with peers To have a good self esteem</p> <p>Self-Regulation – show an understanding of their own feelings and others using regulation chart / focus appropriately for their</p> <p>Manage self – be independent / manage personal hygiene Building Relationships – Form positive attachment to adults and friends / be kind</p>					
<b>PSHE (SCARF)</b>	<b>Me and My Relationships</b> What makes me special People close to me Getting help <i>All about me</i> What makes me special Me and my special people Who can help me? My feelings	<b>Valuing Difference</b> Similarities and difference Celebrating difference Showing kindness <i>I'm special, you're special</i> Same and different Same & different families/homes I am caring/I am a friend	<b>Keeping Myself Safe</b> Keeping my body safe Safe secrets and touches People who help to keep us safe <i>What's safe to go onto my body</i> Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	<b>Rights and respect</b> Looking after things: friends, environment, money <i>Looking after my special people</i> <i>Looking after my friends</i> Being helpful at home and caring for our classroom/world <i>Looking after money: recognising, spending, using, saving money and keeping it safe</i>	<b>Being My Best</b> Keeping by body healthy – food, exercise, sleep Growth Mindset <i>Bouncing back when things go wrong. Yes, I can!</i> Healthy eating/ Move your body My healthy mind A good night's sleep	<b>Growing and Changing</b> Cycles/Life stages Girls and boys – similarities and difference Seasons <i>Life stages - plants, animals, humans</i> <i>Life Stages: Human life stage - who will I be?</i> <i>Where do babies come from?</i> <i>Getting bigger</i>
<b>PHYSICAL DEVELOPMENT</b>	<p>Gross Motor throughout the year, climb frame, wall, ball skills, bike skills digging, running, dancing. Learning balance and spatial awareness,</p> <p>Fine Motor throughout the year; cutting with scissors, holding a pencil, threading, modelling, construction kits, painting etc</p> <p>All these skills are practiced regularly throughout the year.</p>					
<b>PE with Mr Baker</b>	Sticky Kids with class teacher (dance, simple movement patterns)	Fundamental multi-skills (ABCs) - under the sea (basic movements, balance, agility, co-ordination)	Fundamental multi-skills (ABCs) – Space (basic movements, balance, agility, co-ordination)	Fundamental multi-skills (ball skills) – Superheroes (basic movements, balance, agility, co-ordination)	Athletics (basic movements, balance, agility, co-ordination) Balance Bikes	Striking & Fielding (participating in team games, attacking and defending )
<b>UNDERSTANDING THE WORLD</b>	Follow interests / follow seasonal trends / celebrations / mud pit/sensory garden/woodland Plant Spring Bulbs  RE: Introduce Bertie Owl (RE) Jesus	Follow interests / follow seasonal trends / celebrations / mud pit/sensory garden/woodland Pumpkin seeds  RE: Moses / Xmas story / giving / saying thankyou	Follow interests / follow seasonal trends / celebrations / mud pit/sensory garden/woodland Chicks (bi annual) Drawing map of garden  RE: Persian New Year / Chinese New Year / Spring / Holi	Follow interests / follow seasonal trends / celebrations / mud pit/sensory garden/woodland pond visits Drawing map of visit to pond  RE: Easter Celebrations	Follow interests / follow seasonal trends / celebrations / mud pit/sensory garden/woodland pond visits Farm visit Planting Grow a bean / sunflower Mini beasts  RE: Fables and stories from around the World	Follow interests / follow seasonal trends / celebrations / mud pit/sensory garden/woodland Potatoes Mini beasts Caterpillars Walk to Park  RE: Homes around the World / Churches / Mosques / Synagogues
<b>EXPRESSIVE ARTS AND DESIGN</b>	<p>Painting with different media, including printing, sponges, marble, string, making patterns, singing daily, dancing, dressing up, home corners Painting yourself / draw your family Xmas cards (PTA) Xmas decorations Xmas performance Rangoli patterns</p>		<p>Painting with different media, including printing, sponges, marble, string, making patterns, singing daily, dancing, dressing up, home corners  Still life of a daffodil Artweek (flower circles on large paper) Fantasy headdresses Chinese lanterns and dragons Paint / pastel chicks</p>		<p>Painting with different media, including printing, sponges, marble, string, making patterns, singing daily, dancing, dressing up, home corners  Paint yourself Still life of a flower / insect / animal Snail trails Sewing</p>	