

YEAR R Curriculum Map 2024-2025

	AUTUMN 1 All About Me	AUTUMN 2 Light and Dark	SPRING 1 Wonderful Winter	SPRING 2 Signs of Spring	SUMMER 1 Amazing Animals	SUMMER 2 People Who Help Us
COMMUNICATION & LANGUAGE (listening, attention, understanding & speaking) -back and forth interactions & conversations -language rich environment -new vocabulary -language structures -active storytelling & role play	Talk about familiar experiences Sharing facts about themselves and their family To use stem sentences To follow instructions To sit and listen appropriately Shared stories Learn rhymes, poems and songs	Develop vocabulary Share our likes and dislikes Listen and respond to stories Follow instructions Take part in discussion Understand how to listen and why it is important Use new vocabulary Learn rhymes, poems and songs Perform festive songs to an audience	Use language well Ask how and why questions Retell a story with story language Discover events and characters in a story Listen to and talk about stories and facts to build familiarity and understanding Take part in discussion Learn rhymes, poems and songs Book Week: Visiting book maker	Describe events in more detail using conjunctions Understand how to listen and why it is important Talk about and describe an object: what colour is it? Where would you find it? Sustained focus when listening to a story Engage in non-fiction texts Learn rhymes, poems and songs	Re-read some books and talk about events and relate to their own lives To use stem sentences To follow instructions To sit and listen appropriately Shared stories Take part in discussion Engage in non-fiction texts Learn rhymes, poems and songs	Read aloud books to extend knowledge of the world and ask relevant questions Describe events in more detail using conjunctions Understand how to listen and why it is important Sustained focus when listening to a story Hold a conversation using full sentences and conjunctions Learn rhymes, poems and songs
PHONICS/word reading (Floppy's Phonics)	Phonic games including nursery rhymes / rhyming/initial sounds/final sounds/oral segmenting 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	
English	Comprehension Join in with rhymes and stories (repeated phrases/rhythm) Understand that print has meaning, different purposes, we read from left to right Understand names of different book parts Sequence familiar stories on a story path or with pictures to retell it (5 parts) Recognise initial sounds Extended conversations about stories, vocabulary and their favourite parts Writing Tripod grip, mark making, meaning to marks Initial sounds and captions Write their name correctly Begin to form letters correctly Begin to spell by identifying sounds and writing the letters Use initial sounds VC words Oral rehearsal <i>You Choose</i> <i>The Gruffalo</i> <i>Six Dinner Sid</i>	Comprehension Retell stories and events through actions and roleplay Retell stories using pictures Retell stories using a story map Change a story map to make a new story (5 parts) Sequence a story using beginning, middle and end Writing Identify sounds to spell words Write a caption Use correct letter formation Reread what they have written Spell CVC words Begin to spell by identifying sounds and writing the letters Write labels, captions, lists <i>Owl Babies</i> <i>Owl Who Was Afraid of the Dark</i> <i>Gruffalo's Child</i>	Comprehension Make up their own stories Order events in a story Discuss characters and setting Look at non-fiction texts Writing Guided writing with a short sentence- parts of a sentence Form most lower case and capital letters correctly Spell by identifying sounds and writing the letters Write captions and phrases and begin to write simple sentences (full stop, capital letter, word spaces) Re-read their writing for sense Fiction and non-fiction sentences and captions <i>Foxes in Snow</i> Book Week: Visiting book maker	Comprehension Use story language and vocabulary with growing confidence Develop their own stories with conjunctions Writing Write recognisable letters, lower and capitals, correctly formed Spell by identifying sounds and writing the letters Write simple phrases and sentences that can be read by others (word spacing, capital letter, full stop) Begin to sequence sentences using the 5 part story (story map) Bean diary World Book Day (6 th March) <i>Jasper's Beanstalk</i> <i>Crunching Munching Caterpillar</i>	Comprehension Retell a story or poem with actions using a story map Use story language and conjunctions Rhyming words Explain the main events of a story Draw pictures of characters and settings Writing Write recognisable letters, lower and capitals, correctly formed Spell by identifying sounds and writing the letters Write simple phrases and sentences that can be read by others (word spacing, capital letter, full stop) Begin to sequence sentences using the 5 part story (story map) Instructions <i>Handa's Surprise</i>	Comprehension Draw pictures of characters, settings and events Listen to stories and predict key events Respond to stories with comments, questions and reactions Understand non-fiction gives information and fiction are stories Name the parts of a book (front cover, back cover, blurb, illustration, illustrator, author, title) Writing Write recognisable letters, lower and capitals, correctly formed Spell by identifying sounds and writing the letters Write simple phrases and sentences that can be read by others (word spacing, capital letter, full stop) Begin to sequence sentences using the 5 part story (story map) Instructions <i>Mr Grumpy's Outing</i> <i>Rosie's Wal</i> <i>Bear Hunt</i>

	<i>Coming to England & My Two Grannies</i>					
MATHS: Mastering Number	Subitise within 3 Counting skills Explore how all numbers are made of 1s Composition of 3 and 4 Subitise objects and sounds Compare sets by looking Comparison language (more than, fewer than)	Counting skills Fiveness of 5 Comparing sets by matching Comparison language (more than, fewer than, equal number) Concept of whole and part Composition of 3, 4 and 5 Object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Subitise within 5 Match numerals to quantities within 5 Counting- ordinality and staircase pattern Each number is one more than the previous Focus on 5 Focus on 6 and 7 as 5 and a bit Compare sets Comparison language (more than, fewer than, an equal number to) Make unequal sets equal	Staircase pattern and ordering numbers Order number to 8 Language of less than Focus on 7 Doubles- made with 2 equal parts Sorting numbers Odd and even	Counting- larger sets and things that cannot be seen Subitising to 6 Composition- 5 and a bit Composition of 10 Comparison linked to ordinality Track games	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting
MATHS: White Rose	Match, sort and compare Match objects Match pictures and objects Identify a set Sort objects Explore sorting Rules for sorting Compare amounts Measure and Patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	Circles and Triangles Identify and name circles and triangles Compare them Shapes in the environment Describe position Shapes with 4 sides Identify and name Combine shapes Shapes in the environment My day and night	Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity	Length, height and time Explore and compare length Explore and compare height Talk about time Order and sequence time Explore 3-D shapes 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	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	Visualise, build and map Make connections 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 of familiar places Create own maps and plans from story situations Make connections Deepen understanding Patterns and relationships
Personal, Social and Emotional Development (SCARF) -Self-regulation -managing self - building relationships	Me and My Relationships What makes me special People close to me Getting help <i>All about me</i> <i>What makes me special</i> <i>Me and my special people</i> <i>Who can help me?</i> <i>My feelings</i> Class rules & expectations Name different feelings Know our actions can hurt others	Valuing Difference Similarities and difference Celebrating difference Showing kindness <i>I'm special, you're special</i> <i>Same and different</i> <i>Same & different families/homes</i> <i>I am caring/I am a friend</i> Independence Celebrations Anti-bullying Week	Keeping Myself Safe 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> <i>Safe indoors and outdoors</i> <i>Listening to my feelings</i> <i>Keeping safe online</i> <i>People who help to keep me safe</i> Internet Safety day Road Safety	Rights and respect Looking after things: friends, environment, money <i>Looking after my special people</i> <i>Looking after my friends</i> <i>Being helpful at home and caring for our classroom/world</i> <i>Looking after money: recognising, spending, using, saving money and keeping it safe</i> <i>Lifecycles</i> <i>Plant growing</i> PANTS	Being My Best Keeping by body healthy – food, exercise, sleep Growth Mindset <i>Bouncing back when things go wrong. Yes, I can!</i> <i>Healthy eating/ Move your body</i> <i>My healthy mind</i> <i>A good night's sleep</i> <i>Being kind to living creatures</i> <i>Taking care of animals</i>	Growing and Changing Cycles/Life stages Girls and boys – similarities and difference <i>Seasons</i> <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> Caring for the world Transition into Year 1
Physical Development -gross motor skills -fine motor skills	Threading, cutting, weaving, playdoh Manipulate objects Draw lines and circles Hold a pencil/paint brush Pencil grip	Threading, cutting, weaving, playdoh Pencil pressure on paper Tools to change materials shape & size Structured activity for drawing, writing, copying	Threading, cutting, weaving, playdoh Correct letter formation Handle tools, objects, construction with more control Draw freely Hold small items, button clothing	Threading, cutting, weaving, playdoh Manipulate objects Draw lines and circles Hold a pencil with a comfortable grip Form recognisable letters	Threading, cutting, weaving, playdoh Develop pencil grip and letter formation Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdoh Draw diagonal lines (triangles) Draw with increasing accuracy and care Draw recognisable pictures

		Letter formation Pencil grip	Cut with scissors	Develop accuracy and safety when using scissors	Cut along a straight line with scissors Start to cut along a curved line	Build things with smaller links, lego, duplo
	Climbing- outdoor equipment Digging Explore different ways of moving Sticky Kids	Climbing- outdoor equipment Wheeled vehicles to balance, ride on, pull and push	Climbing- outdoor equipment Wheeled vehicles to balance, ride on, pull and push Provide opportunities to spin, rock, tilt, fall, slide, bounce	Climbing- outdoor equipment Wheeled vehicles to balance, ride on, pull and push Provide opportunities to spin, rock, tilt, fall, slide, bounce	Climbing- outdoor equipment Wheeled vehicles to balance, ride on, pull and push Healthy lifestyle Obstacle activities	Climbing- outdoor equipment Wheeled vehicles to balance, ride on, pull and push Negotiate space
PE with Mr Baker (Physical development)		Fundamental multi-skills (ABCs) - under the sea (basic movements, balance, agility, co-ordination) Ball skills- throwing and catching	Fundamental multi-skills (ABCs) – Space (basic movements, balance, agility, co-ordination) Ball skills- aiming, dribbling, pushing, throwing & catching	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) Balance bikes Sports Fortnight: visiting sports coaches & Activity day Sports Day
UNDERSTANDING THE WORLD	Science WhiteRose Links to maths curriculum	Me and my Small World (match, sort, compare) Identify and name body parts Animals on a farm What's in my basket? (measure & pattern) Fruits and vegetables (describe and compare)	Senses (It's me 1, 2,3) Sight, touch, sound, smell, taste and link to body parts Let's Go Outside (Circles & Triangles) Natural materials (explore, describe and compare) Weather What's Changed? (1,2,3 4,5) Changes in materials Melting & freezing Heat Safety (Fire safety) Night & day (shapes with 4 sides) Nocturnal animals Day and night Sources of light	Changes in Winter (alive in 5) Let it Flow (mass & capacity) From Desert to Jungle (growing 6,7,8)	Watch it Grow (length, height, time) Animal Detectives (building 9,10) Pushes & Pulls (3D shapes)	To be planned
	Past and present (History)	Talk about members of their family and community Think about their own life story and family history (Me, parents, grandparents) Present and past birthdays Talk about images from the past	Talk about celebrations- present and past- how did they celebrate in the past? How was Christmas celebrated in the past? Similarities and differences and ask older family members Guy Fawkes Remembrance Day	Use images to talk about familiar events in the past (frosty days and sunny days) Listen to stories and order events chronologically Seasonal change over the year- now and then	Talk about similarities and differences between things in the past and now. Think about how things grow and change (life cycles) Listen to stories and order events chronologically	Seasonal change over the year- now and then Use story settings, character and events to understand the past Listen to stories and order events chronologically

	People, culture and communities (Geography)	Talk about their family (photos) Name and describe people they know in and beyond their family Talk about places they visit and things they do with their families. Similarities and difference with friends' families Develop an awareness of Harvest Our school (Little Alwyn & Big Alwyn) Woodland area Sensory garden	Talk about members of their family and community Begin to understand that some places are special Talk about places they go that are special to them Begin to understand that people have different beliefs and celebrate special times Develop awareness of festivals Walk to the park	Introduction to different occupations and how they do their jobs Use images to talk about places around them Name and describe people around them Understand that some places are special to community members Recognise people have different beliefs and celebrations Similarities between life here and in other places in the world Chinese New Year (29 th Jan)	Use images and visits to talk about places around them Understand that some places are special to community members (areas of Maidenhead) Recognise people have different beliefs and celebrations Similarities between life here and in other places in the world Visit the pond Visit the park	Describe the environment using observations, discussions, stories and maps Know similarities and differences between religious and cultural communities Think about similarities and differences between life in this country and others using stories, texts and maps Drawing map of visit to pond Hot and cold climates	Talk about different occupations and how they do their jobs Describe the environment using observations, discussions, stories and maps Know similarities and differences between religious and cultural communities Think about similarities and differences between life in this country and others using stories, texts and maps
	RE People, culture and communities	Special People: What makes people special? Jesus, Moses Christianity/Judaism (Rule of law, Individual liberty, Mutual respect, Tolerance) Judaism: Rosh Hashanah (2-4 th Oct), Sukkot (16 th -23 rd Oct)	Christmas: What is Christmas? Christianity Concept: Incarnation (Mutual respect, Tolerance) Visit from church Hinduism: Diwali (1 st Nov) Divali Dance Workshops Judaism: Hanukkah (25 th Dec-2 nd Jan)	Celebrations: How do people celebrate? Hinduism (Individual liberty, Mutual respect, Tolerance) Chinese New Year (29 th Jan)	Easter: What is Easter? Christianity Concept: Salvation (Democracy, Rule of Law, Mutual respect, Tolerance) Christianity: Shrove Tuesday (4 th March) Hindu: Holi Festival (16 th March) Islam: Eid al Fitr (31 st March)	Stories: What can we learn from stories? Christianity, Islam, Hinduism, Sikhism (Liberty, Respect, Tolerance) <i>Boy who cried Wolf, The Crocodile and the Priest, Bilal and the Beautiful Butterfly, The Gold Giving Serpent, Best Friends, The Lost Coin</i>	Special places: What makes places special? Christianity, Islam, Judaism (Liberty, Respect, Tolerance) <i>Homes, our world, churches, mosques, synagogues</i> Islam: Eid al Adha (7 th June)
EXPRESSIVE ARTS AND DESIGN	Creating with materials Art/DT -imagination and creativity -range of media and materials -self-expression, vocabulary and appreciation of the arts	Begin to mix colours Build models with construction materials and junk Self portraits Family portraits Develop and realise creative ideas Leaf printing Rubbings (texture, pattern)	Owl Collage Shadow puppets Art with natural materials Rubbings (texture, pattern) Celebration artwork – fireworks, Rangoli patterns Christmas decorations, Christmas cards, patterns PTA Rangoli pattern competition	Select tools and techniques to assemble materials- Chinese lanterns and dragons Techniques for joining materials Fantasy headdresses	Art Week: Block printing workshops with visiting artist Experiment with colour and texture Explore ways to protect growing plants Pop ups Still life of a daffodil Patterns on Easter Eggs Paint / pastel chicks	Patterns and colour through animal print Still life of a flower / insect / animal Symmetrical butterflies Fruit & Vegetable printing Snail trails Sewing	Patterns with shape The Dot Puppets of occupations for imaginative play Colour mixing Paint yourself
	Music/Charanga	Me! Listen and respond to different styles of music Learn to sing or sing along with nursery rhymes and action songs Improvise and perform <i>Pat-a-cake</i> <i>1, 2, 3, 4, 5, Once I Caught a Fish Alive</i> <i>Five Little Ducks</i> <i>Name Song</i> <i>Things For Fingers</i>	My Stories Listen and respond to different styles of music Learn to sing or sing along with nursery rhymes and action songs Improvise and perform <i>I'm A Little Teapot</i> <i>The Grand Old Duke Of York</i> <i>Ring O' Roses</i> <i>Hickory Dickory Dock</i> <i>Not Too Difficult</i> <i>The ABC Song</i> Learn and perform festive songs with actions to an audience Divali Dance Workshops	Everyone Listen and respond to different styles of music Learn to sing or sing along with nursery rhymes and action songs Improve Sing and learn to play instruments within a song Share and perform <i>Wind The Bobbin Up</i> <i>Rock-a-bye Baby</i> <i>Five Little Monkeys Jumping On The Bed</i> <i>Twinkle Twinkle</i> <i>If You're Happy And You Know It</i> <i>Head, Shoulders, Knees And Toes</i>	Our World Listen and respond to different styles of music Learn to sing or sing along with nursery rhymes and action songs Improvise Sing and learn to play instruments within a song Share and perform the learning that has taken place <i>Old Macdonald</i> <i>Incy Wincy Spider</i> <i>Row, Row, Row Your Boat</i> <i>The Wheels On The Bus</i> <i>The Hokey Cokey</i>	Big Bear Funk (transition) Listen and appraise Funk music Use voices and instruments Learn to sing Big Bear Funk and revisit other nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform	Reflect, Rewind and Replay Consolidation of learning Listen and Appraise Use voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform