








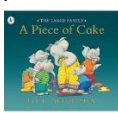
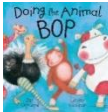



**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

|                             | Term 1  | Term 2   | Term 3  | Term 4  | Term 5   | Term 6  |
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| <b>Topic title</b>          | <p><b>Me and My Community</b></p>    | <p><b>Stories and Rhymes</b></p>    | <p><b>Cold Places</b></p>   | <p><b>Growing</b></p>    | <p><b>Small animals</b></p>   | <p><b>At the seaside</b></p>   |
|                             | <p>This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p> | <p>This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including <u>Cinderella</u>, <u>Goldilocks</u>, <u>Little Red Riding Hood</u>, <u>The Three Little Pigs</u> and <u>The Three Billy Goats Gruff</u>.</p> | <p>This project teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there</p> | <p>This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle</p> | <p>This project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun. This project teaches children about invertebrates that live in their gardens and local environment</p> | <p>This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun</p> |
| <b>Memorable experience</b> | Balance Bikes   | Nativity   | Fun in the snow   | Chicks – growing from eggs  | Caterpillars turning into butterflies  | Cleethorpes Trip  |



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| <p><b>First Hand Experiences</b></p> | <p>Go on a listening walk - what can they hear.</p> <p>Autumnal walk to identify signs of autumn.</p>  | <p>Visit to the local library.</p> <p>Church Visit</p>  | <p>Winter icy morning exploration</p>   | <p>Chicks – growing from eggs</p> <p>Spring walk – signs of spring</p>   | <p>Butterfly House Trip</p>  | <p>Cleethorpes Trip</p> <p>Summer walk – signs of summer</p>   |
| <p><b>Core Texts</b></p>             | <p>Giraffes can't Dance</p>  <p>Gruffalo</p>  <p>Peace at Last</p>  <p>Funnybones</p>  <p>Shark in the park</p>  <p>Not now Bernard</p>  | <p>Elmer</p>  <p>Room on the broom</p>  <p>Whatever next</p>  <p>Aliens love underpants</p>  <p>Where's my teddy</p>  <p>Lazy Ozzie</p>  | <p>Farmer Duck</p>  <p>Dear Dinosaur</p>  <p>Oi Frog</p>  <p>Elmer in the snow</p>  <p>Where the wild things are</p>  <p>Little monkey</p>  | <p>Simons sock</p>  <p>Bringing down the moon</p>  <p>Bog baby</p>  <p>What the ladybird heard</p>  <p>Duck in the truck</p>  <p>Colour monsters</p>  | <p>A piece of cake</p>  <p>The pig in the pond</p>  <p>Doing the animal bop</p>  <p>The tiger who came to tea</p>  <p>Handas surprise</p>  <p>Open very carefully</p>  | <p>Winnie the witch</p>  <p>Paper dolls</p>  <p>Gorilla</p>  <p>How to catch a star</p>  <p>Biscuit bear</p>  <p>Supertato</p>  |



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| <p><b>Communication and Language</b></p> | <p><b><u>Provision experiences - playing together and role play</u></b></p> <p><b><u>Listening, attention and understanding</u></b><br/>Knows to look and listen when an adult is speaking.<br/>Begins to show what good listeners do – eyes looking, ears listening, sitting still and quiet for a short period of time (5-10 minutes).<br/>Listens to a picture book story that is stage appropriate (repetitive).<br/>Identifies characters in a story.<br/>Can remember what happens in a story.<br/>Listens to songs with repetition and joins in.<br/>Shows an understanding of simple questions.<br/>Follows one-step instructions directed to the group.</p> | <p><b><u>Provision experiences - playing turn taking games</u></b></p> <p><b><u>Listening, attention and understanding</u></b><br/>Raises hand to speak during carpet sessions.<br/>Takes turns talking to an adult.<br/>Understands the expectation of listening carefully.<br/>Will maintain sustained eye contact with the speaker whilst listening.<br/>Shows that they are listening by giving the speaker their full attention.<br/>Joins in with stories and rhymes they like.<br/>Follows a story with props and pictures to support.<br/>Begins to learn and use new vocabulary with support.<br/>Begins to retell stories in their play.<br/>Learns songs as a whole-class to present to others.<br/>Begins to repeat familiar refrains in stories, e.g. “Run, run as fast as you can, you can’t catch me,</p> | <p><b><u>Provision experiences – Talk partner work</u></b></p> <p><b><u>Listening, attention and understanding</u></b><br/>Waits their turn when an adult is speaking to someone else in the environment with support.<br/>Understands why listening is important.<br/>Takes turns talking to a friend in the environment.<br/>Engages in story time/ non-fiction and make comments about what is happening.<br/>Listens to and talks about books, applying new knowledge and vocabulary.<br/>Takes on different roles in their play.<br/>Acts out familiar stories in their own play.<br/>Learns rhymes and poems in small groups.<br/>Shows preference for favourite stories.<br/>Follows two-step instructions that include prepositions.</p> | <p><b><u>Provision experiences – Talk partner work</u></b></p> <p><b><u>Listening, attention and understanding</u></b><br/>Plays and listens to friends at the same time.<br/>Shows that you have listened by commenting on something that has been said.<br/>Remembers key points from a story told without props or pictures.<br/>Innovates stories into their own everyday play.<br/>Listens carefully to rhymes poems, and songs, paying attention to how they sound.<br/>Learns rhymes, poems and songs.<br/>Understands rhyme and makes up their own, e.g., “Humpty Dumpty sat on a wall, Humpty Dumpty kicked a ball.”<br/>Can answer more-complex questions.<br/>Responds to a string of requests one after another (not quickly).</p> | <p><b><u>Provision experiences – Talk partner work</u></b></p> <p><b><u>Listening, attention and understanding</u></b><br/>Shows that they have listened by adding to something the speaker has said.<br/>Decides whether they agree or not with the points made by the speaker.<br/>Responds to other pupils’ opinions.<br/>Builds a picture in the mind about the story (and expresses this).<br/>Listens to and talks about stories to build familiarity and understanding.<br/>Retells the story, once they have developed a deep familiarity with the text; some with exact repetition and some in their own words.<br/>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br/>Can use simple questions.</p> | <p><b><u>Provision experiences – Talk partner work</u></b></p> <p><b><u>Listening, attention and understanding</u></b><br/><b>ELG</b><br/>Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interaction.<br/><b>ELG</b><br/>Holds conversation when engaged in back-and-forth exchanges with their teacher and peers.<br/><b>ELG</b><br/>Make comments about what they have heard and ask questions to clarify their understanding.<br/><br/>Performs a range of rhymes, poems and songs off-by-heart (from memory).</p> |
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|  | <p><b>Speaking</b><br/>Will interact using their voice.<br/>Greets adults in the setting politely and looking at them.<br/>Looks at someone when they are being spoken to.<br/>Will listen to longer stories and join in with familiar refrains; can remember what happens.<br/>Listens to songs with repetition and joins in.<br/>Use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying “sheeps” instead of “sheep” or “goed” instead of “went”).</p> | <p>I’m the Gingerbread Man.”<br/>Can answer simple questions.<br/>Follow simple two-step instructions.<br/>Responds to own name and will change their activity when encouraged to by adults.</p> <p><b>Speaking</b><br/>Has confidence to express themselves using their voice.<br/>Uses their manners when speaking to adults in the classroom setting.<br/>Raises hand to speak during carpet sessions.<br/>Begins to retell stories in their play.<br/>Learns songs as a whole-class to present to others.<br/>Explains something using simple sentences, including ordering, stating what happened and what might happen.<br/>Begins to use words to organise and sequence events.</p> | <p><b>Speaking</b><br/>Able to pronounce most phonemes accurately.<br/>Contributes to a group discussion.<br/>Takes on different roles in their play.<br/>Acts out familiar stories in their own play.<br/>Learns rhymes and poems in small groups.<br/>Uses observations in their speech to clarify meaning or give simple detail.<br/>Asks questions to check they understand what has been said to them.<br/>Beginning to use and describe in the present tense when something is happening.</p> | <p><b>Speaking</b><br/>Speaks at an appropriate volume.<br/>Waits their turn when an adult is speaking to someone else in the environment with support.<br/>Uses their manners when speaking to peers and other adults in the school environment.<br/>Develops social phrases, e.g., “Good Morning.” “How are you?”<br/>Innovates stories into their own everyday play.<br/>Learns rhymes, poems and songs.<br/>Actively engages in story time.</p> | <p>Ask questions to find out more and to check they understand what has been said to them.<br/>Follows a series of instructions directed to them as a group.</p> <p><b>Speaking</b><br/>Explores new vocabulary, sounds and intonation.<br/>Responds to others by building on what the speaker has said.<br/>Contributes purposefully to a class discussion.<br/>Listens to and talks about stories to build familiarity and understanding.<br/>Retells the story, once they have developed a deep familiarity with the text; some with exact repetition and some in their own words.<br/>Listens to and talks about selected non-fiction to develop a deep familiarity with new</p> | <p><b>Speaking</b><br/><b>ELG</b><br/>Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>ELG</b><br/>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br/><b>ELG</b><br/>Express their ideas and feeling about their experiences using full sentences including use</p> |
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|  | <p>Copies and practices and explores the meaning of new vocabulary taken from topics stories and non-fiction texts.</p>   | <p>Starting to link simple sentences.<br/>Uses some irregular plural nouns, e.g., "men", "teeth".<br/>Uses new vocabulary/phrases in play and communication throughout the day.</p>   | <p>Uses language to create a story in imaginative play.<br/>Explores new vocabulary, sounds and intonation.<br/>Vocabulary starts to include a wider range of simple adjectives.</p>   | <p>Plans what they will say before starting to converse.<br/>Uses words accurately to organise and sequence events.<br/>Beginning to use and describe in past tense something that has happened.<br/>Applies new vocabulary in their play/imaginary play and new contexts.<br/>Uses new vocabulary in different contexts.</p>  | <p>knowledge and vocabulary.<br/>Describes events with some detail.<br/>Uses talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br/>Articulates their ideas and thoughts in well-formed sentences.</p> | <p>of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>   |
| <p><b>Personal, Social and Emotional Development</b></p> | <p><b>Self Regulation</b><br/>Talks with others to solve conflicts with support.<br/>Separates from main carer in new setting.<br/>Talks about things of immediate interest to them.<br/>Explores new environment and resources.<br/>Knows to look and listen when an adult is speaking.<br/>Sits on the carpet next to others during 'class teach'.<br/>Follows one-step instructions directed specifically to them, e.g.,</p> | <p><b>Self Regulation</b><br/>Shares resources with support from an adult.<br/>Respects the property of the setting and those belonging to others.<br/>Can express their own present emotions.<br/>Can recognise simple emotions in others.<br/>Waits their turn during question-and-answer sessions on the carpet.<br/>Raises hand to speak during carpet sessions.<br/>Follows simple repetitive daily routines with support.</p> | <p><b>Self Regulation</b><br/>Beginning to resolve conflicts with others, <b>with support</b> and without aggression.<br/>Expresses their feelings.<br/>Beginning to consider the impact of their own actions on others.<br/>Enters a classroom/space quietly and sits down without fussing, reading to begin an activity.<br/>Works with peers calmly and shares resources with others.<br/>Follows simple repetitive daily routines.</p> | <p><b>Self Regulation</b><br/>Translates behaviour expectations to different environments and adults, e.g., sits quietly in the hall for assembly, but talks to friends during lunchtime.<br/>Can reflect on how they felt in a specific situation.<br/>Identifies and moderates their own feelings socially and emotionally.<br/>Can manage a range of emotions in a classroom setting.<br/>Considers the feelings of others.</p> | <p><b>Self Regulation</b><br/>Talks with others to solve conflicts independently.<br/>Distances oneself from any unpleasant or inappropriate behaviour by others.<br/>Begins to understand how others might be feeling, to show empathy.</p>                               | <p><b>Self Regulation</b><br/><b>ELG</b><br/>Shows an understanding of their own feelings and those of others, and begins to regulate their behaviour accordingly.<br/><b>ELG</b><br/>Sets and works towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/><b>ELG</b><br/>Gives focussed attention to what the teacher says, responding appropriately even when</p> |



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|  | <p>referred to by their name.</p> <p><b>Managing self</b><br/>Confident to talk to other pupils when playing.<br/>Knows and understands what the classroom behaviour expectations are.<br/>Selects and uses activities of interest.<br/>Manages their outer clothing, e.g., put their own coat on, take it off and hang it on their peg.<br/>Use the toilet independently and washes their hands when reminded – not necessarily able to clean themselves properly.<br/>With encouragement, pupils will make healthy choices about food,</p> | <p><b>Managing self</b><br/>Confident in asking adults for help.<br/>Welcomes and values praise for achievements.<br/>Completes an activity for a sustained period.<br/>Meets the classroom behaviour expectations with support and guidance.<br/>Enjoys the responsibility of carrying out small tasks.</p> <p>Can remove their own jumper.<br/>Go to the toilet and are clean and dry throughout the day.<br/>Independently wash their hands with soap and water without reminders.<br/>With encouragement, pupils will make healthy choices about food,</p> | <p>Engages fully with tidy up times even when in play.</p> <p><b>Managing self</b><br/>Becoming more confident in new social situations.<br/>Begins to self-reflect.<br/>Learns from their mistakes to improve an outcome next time.<br/>Beginning to follow classroom behaviour expectations independently.<br/>Will participate in a wide range of activities.<br/>Can get dressed and undressed with support.<br/>Understand why we wash our hands.<br/>Identifies what healthy choices are.</p> | <p>Waits their turn when an adult is speaking to someone else in the environment.<br/>Refrains from interrupting other speakers in all situations.<br/>Starts tasks quickly and maintains focus during completion.</p> <p><b>Managing self</b><br/>Takes responsibility for their self and their own belongings.<br/>Completes an activity with focus and attention to detail, ignoring distractions.<br/>Recognises how and when they meet the behaviour expectations.<br/>Will select and use appropriate activities and resources to complete a successful outcome.<br/>Can get dressed and undressed with support.<br/>Understands and knows how to protect themselves against different weather conditions - clothing, sun</p> | <p><b>Managing self</b><br/>Shows confidence in the face of an unfamiliar activity or situation.<br/>Shows resilience and perseverance in the face of challenge.</p> <p><b>ELG</b><br/>Know right from wrong and try to behave accordingly.<br/>Is confident supporting peers to make choices in order to complete a successful outcome.<br/>Can get dressed and undressed independently. Might need help with tricky items, e.g., buttons.<br/>Talks about why we make healthy choices.<br/>Begin to use cutlery independently.</p> | <p>engaged in activity, and shows an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing self</b><br/><b>ELG</b><br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain reasons for rules.</p> <p><b>ELG</b><br/>Know right from wrong and try to behave accordingly.</p> <p>Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> |
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|                                    | <p>drink, sleep and physical activity.<br/>Begins to use a cutlery correctly with support.</p> <p><b>Building Relationships</b><br/>Demonstrates friendly behaviour, initiating interactions.<br/>Play is kept going by responding to what others are saying or doing.<br/>Plays in a group, extending and elaborating play ideas.<br/>Demonstrates friendly behaviour, initiating interactions with peers and other familiar adults.<br/>Is becoming less adult-reliant when experiencing emotions.<br/>Listens to adults and responds appropriately.</p> | <p>drink, sleep and physical activity.</p> <p><b>Building Relationships</b><br/>Initiates play, offering cues to my friends to join me.<br/>Forms relationships with friends and familiar adults.<br/>Is starting to be able to identify simple emotions and how they can affect them, e.g., happy, sad, angry.<br/>Is able to follow simple instructions and requests</p> | <p><b>Building Relationships</b><br/>Engages more actively in group work.<br/>Can return to their play after a break and commence and extend its focus.<br/>Starts conversations and consider what others say.<br/>Can identify when they require support or help.<br/>Listens to peers as well as adults.</p> | <p>cream drinking water etc.<br/>Knows the importance of making healthy choices.</p> <p><b>Building Relationships</b><br/>Builds constructive and respectful relationships.<br/>Is able to share and take turns successfully.<br/>Alters play depending on interactions and ideas from others<br/>Spends time with their chosen friendship group as well as other groups.<br/>Starts to find solutions to issues and problems they have.<br/>Shows sensitivity when dealing with peers.<br/>Starts to accept that we need to be polite to everyone, even if we disagree with them.</p> | <p><b>Building Relationships</b><br/>Takes steps to resolve conflicts with other pupils, e.g., finding a compromise.<br/>Tries to include others in their play who may be reluctant to participate.<br/>Can express their gratitude and congratulate others for their kindness, e.g., when they help, support you.<br/>Is starting to control their emotions in order to not affect their friends.<br/>Starts to identify how best to respond to another individual when that individual is expressing emotion</p> | <p><b>Building Relationships</b><br/><b>ELG</b><br/>Works and plays cooperatively and take turns with others.<br/><b>ELG</b><br/>Forms positive attachments to adults and friendships with peers.<br/><b>ELG</b><br/>Shows sensitivity to their own and others' needs.</p> |
| <p><b>Physical Development</b></p> | <p><b>Gross Motor</b><br/>Shows control, flexibility and awareness of own body, for example, runs</p>  | <p><b>Gross Motor</b><br/>Shows improved spatial awareness.</p>  | <p><b>Gross Motor</b><br/>Adjusts speed and direction, for example, when in chasing games.</p>   | <p><b>Gross Motor</b><br/>Can move in a wide range of ways with flexibility and spatial</p>  | <p><b>Gross Motor</b><br/><b>ELG</b><br/>Negotiate space and obstacles safely, with consideration for themselves and others.</p>   |  |


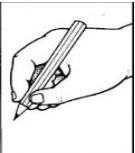


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|  | <p>and jumps confidently landing safely on two feet.<br/>Moves in a variety of ways for example, skipping, slithering, and shuffling.<br/>Can copy simple dance moves and gestures (like tip- toe around the room).<br/>Shows some hand- eye coordination with larger objects. This could be throwing or kicking a large ball.<br/>Starts to develop balance by safely using equipment in the playground. For example, a fireman’s pole or balance beam and starts to sit cross-legged on the carpet.<br/>Shows some core strength by standing in one place, running in a straight line or by carrying large building blocks with two hands.</p> <p><b><u>Fine Motor</u></b><br/>Shows some control when making a variety of marks using available resources.</p> | <p>Is aware and follows safety rules, for example, not running near the climbing frame area.<br/>Can move body parts in response to music (stamping and clapping).<br/>Negotiates obstacles when running in a large space.<br/>Improved hand–eye coordination, for example, can now catch a large ball. Can throw a soft ball into a bucket.<br/>Shows increasing balance by, for example, balancing on one foot and can hop confidently, using a balance bike, scooter etc.</p> <p>Demonstrates better core strength by balancing on one foot or on a plank and can sit comfortably in a school chair.</p> <p><b><u>Fine Motor</u></b><br/>Shows increasing control and awareness, for example, beginning to</p> | <p>Travels skilfully and safely on and around, for example, on the climbing frame, over and through.<br/>Can start to express feelings using music.<br/>Further hand–eye coordination, for example, can throw a large ball with increased control to a friend.<br/>Shows increasing control, for example, can hold a small ball (ping pong) on a spoon.<br/>Balances when using climbing equipment. <i>For example – from one stepping tyre to the next. Walks, jumps, hops to sound.</i><br/>Core strength is further improved and demonstrates better posture whilst sitting at the table or on the carpet.</p> <p><b><u>Fine Motor</u></b><br/>Control when drawing people details emerging such as fingers, arms, and trunk.</p> | <p>awareness, for example, skilfully and confidently:</p> <ul style="list-style-type: none"> <li>• rolls</li> <li>• crawls</li> <li>• jumps</li> <li>• hops</li> <li>• skips</li> <li>• climbs.</li> </ul> <p>Can start to respond and move their bodies to stimulus, for example, to faster or slower music.<br/>Can replicate and make up simple dances.<br/>Good hand–eye coordination, for example, can throw and catch a smaller ball (tennis ball) and can skilfully throw/kick a large ball. Might be able to pop bubbles with one finger, trace a shape or line with one finger.<br/>Can self-balance, for example, when walking across a PE bench.<br/>Understands how to pull themselves onto something higher (climbing frame).</p> <p><b><u>Fine Motor</u></b><br/>Can control tools well to make more-complex pictures, for example, combines shapes to</p> | <p><b>ELG</b><br/>Demonstrate strength, balance and coordination when playing.</p> <p><b>ELG</b><br/>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p><b><u>Fine Motor</u></b><br/><b>ELG</b><br/>Holds a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases).<br/><b>ELG</b></p> |
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|  | <p>Can control larger shapes, for example, draws large-scale lines and circles.<br/>Gives meaning to marks they have made.</p>  <p>Some dexterity, for example, five finger grasps used, uses threading equipment with control.<br/>Uses large paintbrush.<br/>Uses large-scale simple construction to create simple models (Duplo).</p> | <p>draw people (head with legs).<br/>Further control, for examples, drawings include squares, rectangles and circles, crosses, and letters.<br/>Controlling some letter shapes well, for example, adder letters and caterpillar letters are formed correctly.<br/>Some lower-case letters are formed correctly.<br/>Shows control to hold and play instruments.<br/>Increasing dexterity, for example, uses/holds scissors correctly or using a knife and fork with support/modelling by an adult.<br/>Dexterity and strength allow pupils to squeeze, roll, and pinch playdough.<br/>Uses medium brushes.</p> | <p>Majority of letters are recognisable, and the majority formed correctly.<br/>Tripod grasp used.<br/>Uses smaller-scale threading equipment with control (beads).<br/>Uses smaller construction.<br/>Using a knife and fork to cut softer foods.<br/>Uses a hole punch and treasury tags.</p> | <p>create another (a rectangle and a circle to form a hat).<br/>Better control means that majority of letters are recognisable, and the majority formed correctly.<br/>Controls their limbs, for example, keeps a steady beat when playing an instrument and can tap a rhythm to words.<br/>Shows control when filling in a template with coloured pencils or paint.<br/>Cuts around circles and other shapes with control.</p>  <p>Dexterity is good as tripod grip used and with good control.<br/>Gaining confidence in using a knife and fork to cut up own food.<br/>Joins using hole punches and split pins.<br/>Holds a smaller paintbrush correctly.</p> | <p>Uses a range of small tools, including scissors, paintbrushes, and cutlery.<br/><b>ELG</b><br/>Begins to show accuracy and care when drawing.</p> |
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| <p><b>Literacy</b></p> | <p><b>Word Reading</b><br/>Orally segment and blend words.<br/>Beginning to recognise some individual letters (Phase 2) by saying the sounds for them.<br/>Hears Phase 2 initial sound phonemes<br/>Joins in with known songs.</p> <p><b>Comprehension</b><br/>Holds a book and turns the pages from the front to the back.</p> | <p><b>Word Reading</b><br/>Recognise all 26 alphabet letters by saying the sounds for them.<br/>Blends sounds together to read VC or CVC words containing Phase 2/3 individual graphemes.<br/>Begins to read words and sentences containing Phase 2 sounds.<br/>Tracks letters in word reading.<br/>Read text from left to right.<br/>Read HFW from Phase 2 letters and sounds.<br/>Joins in with rhymes and stories.</p> <p><b>Comprehension</b><br/>Understands what a word is.<br/>Tells a story to a friend.</p> | <p><b>Word Reading</b><br/>Fluently reads CVC words and captions using Phase 2 letters and sounds.<br/>Recognises some letter groups that each represent one sound (digraphs + trigraphs) and says sounds for them, e.g., sh, ch, th, ng.<br/>Tracks words (LtoR) in sentence reading.<br/>Identifies rhymes.</p> <p><b>Comprehension</b><br/>Understands what a sentence is.</p> | <p><b>Word Reading</b><br/>Begins to read words and sentences containing Phase 3 letters and sounds.<br/>Knows grapheme/phoneme for long vowels: ai, ee, igh, oa and oo (moon).<br/>Reads words with initial two-letter consonant blends, e.g., bl, br, cl, cr, etc.<br/>Recognises how many syllables there are in a word.<br/>Identifies rhymes.</p> <p><b>Comprehension</b><br/>Talks about their favourite book.</p> | <p><b>Word Reading ELG</b><br/>Says a sound for each letter in the alphabet and at least 10 diagraphs.<br/><br/>Fluently reads words and sentences containing Phase 3 letters and sounds.<br/>Knows grapheme/phoneme for oi, ow, ar, or, ur.<br/>Reads words with initial three-letter consonant blends, e.g., spl, spr, etc.<br/>Reads HFW from Phase 3 letters and sounds.<br/>Suggests words to complete a rhyming string.</p> <p><b>Comprehension</b><br/>Anticipates (where appropriate) key events in stories.</p> | <p><b>Word Reading ELG</b><br/>Reads words consistent with their phonic knowledge by sound blending.<br/><br/><b>ELG</b><br/>(Fluently) reads aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.<br/><br/>Knows grapheme/phoneme for er, air, ear.<br/><br/>Desired<br/><b>All Phase 3, sh, ch, th, ng, ai, ee, igh, oa, oo, ar, or, ur, er, oi, ow, air, ear. (17 grapheme/phonemes.)</b><br/>Non-negotiable for 10 graphemes including long vowel sounds, e.g., sh, ch, th, ng, ai, ee, igh, oa, oo, ar.</p> <p><b>Comprehension</b><br/>Uses and understands recently introduced vocabulary during discussions about</p> |
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**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

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|  | <p>Understands what a letter is.</p> | <p>Will ask for help when they do not understand a word.</p> | <p>Talks about settings, characters and key events in books.<br/>Re-read corrections when an adult points out where they have gone wrong.<br/>Answers simple retrieval questions.</p> | <p>Re-reads books to build up their understanding and enjoyment.<br/>Answer simple sequencing questions.<br/>Recognises and joins in with predictable or repetitive phrases.<br/>Answers prediction questions based on what has happened so far.</p> | <p>Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br/>Beginning to answer simple inference questions, e.g., can infer what a character is by what they say and do.<br/>Shows an awareness of punctuation (full stops) and when reminded, pause when reading.</p> | <p>stories, non-fiction, rhymes and poems and during role play.<br/>Answers simple vocabulary questions.<br/>Beginning to check the text makes sense and self-correct when a mistake is made.<br/>Beginning to link what they have read or heard to their own experiences.<br/><b>ELG</b><br/>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br/><b>ELG</b><br/>Anticipate where appropriate key events in stories.<br/><br/><b>ELG</b><br/>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> |
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**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**



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|  | <p><b>Writing</b><br/>                 Taught that writing goes from left to right.<br/>                 Draws their own large-scale lines and circles (clockwise).<br/>                 Uses tools for mark marking with increasing control.<br/>                 Uses threading equipment with increasing control and confidence.<br/>                 Five finger grasps used.<br/>                 Identifies sounds in own name and other familiar words.<br/>                 Beginning to write some individual letters (Phase 2) by saying the sounds for them.<br/>                 Can tell an adult about what they have drawn or painted.<br/>                 Audio storytelling<br/>                 Pupils use spoken language to retell stories (maybe supported by a sentence stem).<br/>                 Emergent writing continues. Pupils are beginning to mark make in the environment during continuous provision (some words may have the correct initial letter(s)).</p> | <p><b>Writing</b><br/>                 Ladder Letters l, i, t, u, y, and j are correctly formed.<br/>                 Curly Caterpillar Letters c, o, a, d, e, g, q, s, and f are correctly formed.<br/>                 Has dominant hand for writing.<br/>                 Uses pincers and tweezers with increasing control and confidence.<br/>                 Can copy shapes, letters and numbers<br/>                 Writes words containing the Phase 2 graphemes known.<br/>                 Writes CVC containing the Phase 2 graphemes known. Might need support to retain sentence.<br/>                 E.g., the cat sat on the mat.<br/>                 Spells taught HFW.<br/>                 Copies print in the environment, e.g., door.<br/>                 Begins to label pictures (sometimes with initial sounds/letters known).<br/>                 Gives meaning to the marks as they write.<br/>                 Is mark making during continuous provision with a purpose. Words may have a group of</p> | <p><b>Writing</b><br/>                 Taught that writing goes from left to right.<br/>                 One-Armed Robot Letters r, n, m, k, b and p are correctly formed.<br/>                 Majority of letters are recognisable.<br/>                 Tripod grasp used.<br/>                 Writes a captions containing the Phase 3 graphemes known.<br/>                 Support given to help retain caption.<br/>                 Knows grapheme /phoneme for the digraphs sh, ch, th, ng.<br/>                 Orally rehearses a sentence with support before writing.<br/>                 Writes simple sentences as a result of discussing ideas with the teacher (guided/shared writing).<br/>                 Uses a finger space in between words.</p> | <p><b>Writing</b><br/>                 Taught that writing goes from left to right.<br/>                 Zig-Zag Letters v, w, x, and z are correctly formed.<br/>                 All letters are recognisable, and the majority are formed correctly.<br/>                 Sits with a straight back with feet on the floor.</p>  <p>Writes a captions containing the Phase 3 graphemes known.<br/>                 Support given to help retain caption.<br/>                 Knows grapheme /phoneme for long vowels ai, ee, igh, oa and oo' (moon).<br/>                 Spells taught HFW.<br/>                 Uses pictures (b/m/e) to plan a story.<br/>                 Composes their own sentence(s) before writing.<br/>                 Uses a full stop at the end of some sentences.<br/>                 Says what they have written.</p> | <p><b>Writing</b><br/>                 Majority of letters sit correctly on the line.<br/>                 Angles/tilts paper to one side to get the correct position.</p>  <p>Digits 0-9 are correctly formed.<br/>                 Some capital letters are correctly formed.<br/>                 Writes a captions containing the Phase 3 graphemes known.<br/>                 Knows grapheme/phoneme for oi, ow, ar, or, ur.<br/>                 Transitional writing<br/>                 Uses a capital letter at the beginning of some sentences.<br/>                 Write sentences with HFW and decodable words that match the school's phonic programme.<br/>                 Reads back what they have written to check it makes sense.</p> | <p><b>Writing</b><br/> <b>ELG</b><br/>                 Writes recognisable letters, most of which are correctly formed.</p> <p><b>ELG</b><br/>                 Spells words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Knows grapheme/phoneme for er, air, ear.<br/>                 Applies Phase 2 and Phase 3 graphemes to their writing.</p> <p><b>ELG</b><br/>                 Writes simple phrases and sentences that can be read by others.</p> <p>Writes short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> |
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**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

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|                       | Creates representations of people, objects and events.  | letters with a space in between.  |  |  |  |   |
| <b>Literacy Texts</b> | <p>Five Minutes Peace – Jill Murphy</p>  <p>Everywhere Bear – Julia Donaldson</p>  <p>We're Going on a Bear Hunt – Michael Rosen</p>  <p>Nursery Rhymes</p> | <p>Goldilocks and the Three Bears – Nicola Baxter</p>  <p>Gingerbread man – Traditional tale</p>  <p>Stick Man – Julia Donaldson</p>  <p>Nursery Rhymes</p> | <p>Arctic animals – Jill MacDonal</p>  <p>Polar Bear Polar Bear What Do You Hear? – Bill Martin Jr</p>  <p>One Snowy Night (A Percy the Park Keeper Story) – Nick Butterworth;</p>  | <p>Enormous Turnip – Traditional Tale</p>  <p>Oliver's Vegetables – Vivian French</p>  <p>Sam Plants a Sunflower – Kate Petty</p>  | <p>Hungry Caterpillar – Eric Carle</p>  <p>Yucky worms – Vivian French</p>  <p>Mad about Minibeasts – Giles Andradæ</p>  | <p>Splash Anna Hibiscus! - Atinuke</p>  <p>Billy's Bucket – Kes Gray</p>  <p>Rainbow Fish – Marcus Pfister</p>  |
| <b>Mathematics</b>    | <p>Focus numbers – 1, 2, 3, 4</p> <p><b>Number</b></p> <p>Selects the correct numeral to represent 1 to 5 objects.</p>  | <p>Focus numbers – 4, 5, 6, 7,</p> <p><b>Number</b></p> <p>Selects the correct numeral to represent 1 to 10 objects.</p>  | <p>Focus numbers – 8,9,10</p> <p><b>Number</b></p> <p>Is able to count on from a set amount and not count all individually.</p>  | <p>Focus numbers – 11 - 20</p> <p><b>Number</b></p> <p>Estimates how many objects they can see (showing understanding of relative size) and</p>  | <p><b>Number</b></p> <p>Will put numerals in order with increasing confidence (ordinality). Shows awareness that numbers are made up (composed) of smaller</p>   | <p><b>Number</b></p> <p><b>ELG</b></p> <p>Have a deep understanding of number to 10, including the compositions of each numbers.</p>  |



**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

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|  | <p>Recognises some numerals of personal significance.<br/>Recognises up to three objects in a visual formation without having to count them.<br/>Represents group of objects using mathematical images that are of significance to the child.<br/>Counts objects and gives the total number in the group.</p> <p><b>Numerical Patterns</b><br/>Counts up to three or four objects by saying one number name for each item.</p> | <p>Knows the written symbols for numbers.<br/>Links the number symbol (numeral) with its cardinal number value.<br/>Places objects in five frames and begin to discuss the relevance of the arrangements.</p> <p>Provides a visual model to represent number values.<br/>Finds the total number of items in two groups by counting all of them.<br/>Discusses mathematical calculations and problems using appropriate vocabulary.</p> <p><b>Numerical Patterns</b><br/>Counts objects to 10 and begins to count beyond 10. Counts out up to six objects from a larger group.</p> | <p>Recognises up to five objects in a visual formation without having to count them.<br/>Realises that counting on gives a larger number.</p> <p><b>Numerical Patterns</b><br/>Counts an irregular arrangement of up to 10 objects.</p> | <p>checks by counting them.<br/>Places objects in tens frames and discuss the relevance of the arrangements.<br/>Realises that counting back gives a smaller number.</p> <p>In practical activities, adds one and subtracts one with numbers to 10.</p> <p><b>Numerical Patterns</b><br/>Begins to use “teens” to count beyond 10.<br/>Uses the language of “more” and “fewer” to</p> | <p>numbers, exploring partitioning in different ways with a wide range of objects.<br/>Recognises up to seven objects in a visual formation without having to count them.<br/>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g., sees six raisins on a plate as three and three.<br/>Finds the total of two groups by counting on.<br/>Begins to use the vocabulary involved in adding and subtracting including counting on and back.<br/>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”.</p> <p><b>Numerical Patterns</b><br/>Counts in multiples of numbers beyond 1s.<br/>Counts out up to 10 objects from a larger group.</p> | <p><b>ELG</b><br/>Subitise up to 5.<br/>Have a deep understanding of number to 10, including the compositions of each numbers.<br/><b>ELG</b><br/>Automatically recall number bonds up to five and some number bonds to 10 including double facts.</p> <p><b>Numerical Patterns</b><br/><b>ELG</b><br/>Verbally counts beyond 20, recognising the patterns of the counting system.<br/><b>ELG</b></p> |
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**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

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|  | <p>Becomes familiar with the language of counting.<br/>Begins to use mathematical vocabulary e.g. more, less, the most, the least, bigger, smaller.<br/>Sorts and classifies objects according to self-selected criteria.<br/>Identifies patterns in the number system, e.g., on a 100 square.</p> <p><b>Shape, space and measure</b><br/>Talks about and explores 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: sides, corners, straight, flat, round.<br/>Can identify simple positional language, e.g., under the table.<br/>Makes comparisons between objects relating to size, length, weight and capacity.</p> | <p>Counts back in 1s.<br/>Touch counts objects when counting.<br/>Finds one more or one less from a group of up to five objects.<br/>Identifies repeating patterns and continues them.<br/>Sorts objects according to given criteria, e.g., 5, 0.</p> <p><b>Shape, space and measure</b><br/>Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.<br/>Sequences objects in order of size.</p> | <p>Finds one more or one less from a group of up to 10 objects.<br/>Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.</p> <p><b>Shape, space and measure</b><br/>Becomes familiar with measuring tools in everyday experiences and play.</p> | <p>compare two sets of objects.<br/>Compares numbers.<br/>Uses number names and symbols when comparing numbers.<br/>Links the number symbol (numeral) with its cardinal number value.</p> <p><b>Shape, space and measure</b><br/>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.<br/>Is increasingly able to order and sequence events using everyday language related to time.</p> | <p>Understands the “one more than/one less than” relationship between consecutive numbers.<br/>Uses mathematical vocabulary confidently.<br/>Continues, copies and creates repeating patterns in number exploring odds and evens, doubles etc.</p> <p><b>Shape, space and measure</b><br/>Composes and decomposes shapes so that pupils recognise a shape can have other shapes within it, just as numbers can.<br/>Beginning to experience measuring time with timers and calendars.</p> | <p>Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.<br/><b>ELG</b><br/>Explores and represents patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>Shape, space and measure</b><br/>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.<br/>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.</p> |
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**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

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| <p><b>Understanding the world</b></p> | <p><b>Past and present</b><br/>Uses the environment (visual timetables) to sequence and discuss the day's structure using vocabulary – now, next. Talks about their immediate family. Takes an interest in and comments on unknown objects, exploring their; textures, mass, moving parts etc. (Guided through hypothesising function.)<br/>Vocabulary: hard, soft, bumpy, spikey, cold, smooth, heavy, light, spins, winds (add precise when sourced objects and seen opportunities).<br/>Knows people in the school environment and their roles: Head Teacher, site manager, office manager, school cook.<br/>Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport.<br/>Understands that not everyone celebrates the same celebrations, but</p> | <p><b>Past and present</b><br/>Remembers and talks about significant events in their own experiences.<br/>Knows the names of the days of the week and their order.<br/>Understands their birthday celebrates the day that they were born.<br/>Knows when their birthday is (home project).<br/>Understands the generational relationships in a basic family tree including their siblings, mum, dad, and grandparents.<br/>Takes an interest in and comments on unknown objects, exploring their; textures, mass, moving parts etc. (Guided through hypothesising function.)<br/>Vocabulary: hard, soft, bumpy, spikey, cold, smooth, heavy, light, spins, winds (add precise when sourced objects and seen opportunities).<br/>Knows people in the school environment and their roles: Head Teacher, site manager,</p> | <p><b>Past and present</b><br/>Uses the vocabulary; today, tomorrow, and yesterday in the correct context.<br/>Names the four seasons.<br/>Understands that some historical events were before them, their parents, and their grandparents.<br/>Takes an interest in and comments on images of familiar situations from the past.<br/>Hypothesises about the function of artifacts, based on creative ideas or past experiences.<br/>Answers and asks 'why' questions about text that has been read to them.<br/>Engages in non-fiction books.<br/>Listens to and talks about non-fiction books applying new knowledge and vocabulary.<br/><u>Foci: Observation of difference</u><br/>Notes for come back to consider moments in time, what events/periods are important and why?<br/>What are the pupils</p> | <p><b>Past and present</b><br/>Recognises and describes special times or events for their family or friends.<br/>Orders and sequences pictorial representations of their daily routines or tasks based on experience.<br/>Takes an interest in and comments on images of familiar situations from the past.<br/>Hypothesises about the function of artifacts, based on creative ideas or past experiences.<br/>Answers and asks 'why' questions about text that has been read to them.<br/>Engages in non-fiction books.<br/>Listens to and talks about non-fiction books applying new knowledge and vocabulary.<br/><u>Foci: Observation of similarities</u></p> | <p><b>Past and present</b><br/>Shows an understanding of the passing of time through the life cycle of plants, animals and mini beasts.<br/>Sequences the basic stages of human life cycle. (Year 1)<br/>Begins to organise/sequence their own story ideas on a story map using story stems structure as support, including the vocabulary first, next, after that and finally.<br/>Justifies hypothesis regarding artifacts using existing knowledge or seeking more information; asking questions, building on the ideas of others, or using images and books.<br/><u>Foci: observation of change over a period.</u><br/>Compares and contrasts the different stages in the life cycle of plants, animals, and mini beasts.<br/>Compares and contrasts the basic stages of human life cycle.</p> | <p><b>Past and present</b><br/><b>ELG</b><br/>Talks about the lives around them and their roles in society.<br/><br/><b>ELG</b><br/>Knows some similarities and difference between things in the past and now drawing on their experiences and what they have read in class.<br/><br/><b>ELG</b><br/>Understands the past through settings, characters and events encountered in books read in class and storytelling.</p> |
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**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

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|  | <p>what how we celebrate are similar.</p> <p><b>People, culture and communities</b><br/>Celebrates and comments on the visual differences (supported through similarities) between us all as a cohort.<br/>Talks about their home and the places they go to in their immediate environment.<br/>Creates different play environments -beach, city, forest, etc, in small-world play with support, naming their features; trees, river, mountains etc.</p> | <p>office manager, school cook.<br/>Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport.<br/>Understands that not everyone celebrates the same celebrations, but what how we celebrate are similar.</p> <p><b>People, culture and communities</b><br/>Understands that not everyone celebrates the same festivals, but how we celebrate is similar; special foods, decorations, music, special clothes, gifts etc.<br/>Takes an interest in and comments on unknown objects, exploring their; textures, mass, colour, moving parts etc.<br/>Talks about their home and the places they go to in their immediate environment.<br/>Creates different play environments -beach, city, forest, etc, in small-world play with support,</p> | <p>gaining from that specific period?</p> <p><b>People, culture and communities</b><br/>Knows that people have different beliefs and traditions that affect their lives.<br/>Knows that there is a link between stories and festivals: Diwali and The Story of Light, The nativity story, The Easter story, Chinese New Year – The great race.<br/>Answers and asks “why” questions about text that has been read to them.<br/>Engages in non-fiction books.<br/>Listens to and talks about non-fiction books</p> | <p><b>People, culture and communities</b><br/>Knows that people have different beliefs and traditions that affect their lives.<br/>Knows that there is a link between stories and festivals: Diwali and The Story of Light, The nativity story, The Easter story, Chinese New Year – The great race.<br/>Answers and asks “why” questions about text that has been read to them.<br/>Engages in non-fiction books.<br/>Listens to and talks about non-fiction books</p> | <p><b>People, culture and communities</b><br/>Knows the landmark buildings (including places of worship) in the local environment and discusses their importance.<br/>Draws own plans/maps of immediate environment.<br/><u>Foci: Application od observation</u><br/>Makes inferences about locations in books based on previous knowledge or experiences:</p> <ul style="list-style-type: none"> <li>• clothing worn</li> <li>• buildings</li> <li>• foods</li> <li>• weather</li> </ul> | <p><b>People, culture and communities</b><br/><b>ELG</b><br/>Describes the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>ELG</b><br/>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><b>ELG</b></p> |
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**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

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|  | <p>Knows that some places are far away, and we cannot walk there.<br/><u>Foci: Immediate observations</u><br/>Makes observations of landscapes in photos, books, and videos.</p> | <p>naming their features; trees, river, mountains etc.<br/>Knows that some places are far away, and we cannot walk there.<br/><u>Foci: Immediate observations</u><br/>Makes observations of landscapes in photos, books, and videos.</p> | <p>applying new knowledge and vocabulary.<br/>Describes the natural landscape of a biome (tundra).<br/>Knows we have different environments in this county; water/sea, woods, beaches, etc.<br/>Answers and asks “why” questions.<br/>Engages in non-fiction books.<br/>Listens to and talks about non-fiction books applying new knowledge and vocabulary.<br/>Knows what a globe is and that it represents the world.<br/>Knows the basic colour key on a map or globe; blue is the sea, green and brown is the land and white is snow.<br/>Creates own map of imaginary location using basic key; tree, sea, sand etc<br/><u>Foci: Observation of difference</u><br/>Discusses the differences between a biome with an extreme climate (tundra) and that of Charnock.</p> | <p>applying new knowledge and vocabulary.<br/>Knows that the country we live in is England.<br/>Names some hot and cold countries.<br/>Knows that different countries have different landscapes (biomes).<br/>Knows about the lifestyle of people in other countries for example: foods, home, clothing, significant buildings, languages, and culture. (European).<br/>Knows what an island is.<br/>Takes a personal interest in maps and globes asking questions to extend knowledge.<br/>Knows that there are many different countries in the world.<br/>Knows some of the features of the biomes (tundra , desert, forest, grassland/savanna, oceans).<br/><u>Foci: Observation of similarities</u><br/>Makes links between their knowledge of biomes to classify animals.<br/>Understands that other countries have</p> | <ul style="list-style-type: none"> <li>• animals</li> <li>• landscape</li> </ul> | <p>Explains some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> |
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**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

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|  | <p><b>The natural world</b><br/>Shows curiosity in the environment around them inside and outdoors.<br/><u>Foci: Immediate observations</u><br/>Says what they can hear, see, and feel whilst outside.</p> | <p><b>The natural world</b><br/>Comments on unknown objects, based on their own exploration.<br/>Observes and talks about the changes in objects over a period (melting).<br/><u>Foci: Observation of change</u><br/>An immediate change, feeling the wind pick up, getting sunny.<br/>Observes and talks about the changes in nature they notice.</p> | <p><b>The natural world</b><br/>Takes part in simple experiments led by an adult (floating and sinking) discussing the differences in the objects.<br/>Makes simple predictions with support.<br/><u>Foci: Observation of difference</u><br/>Observation after a session.<br/>Answers and asks “why” questions.<br/>Engages in non-fiction books.<br/>Listens to and talks about non-fiction books applying new knowledge and vocabulary.<br/>Names the four seasons and talks about their differences and the impact on their lives.</p> | <p>traditional foods, significant buildings, traditional clothing and their own language like we do in England.</p> <p><b>The natural world</b><br/>Carries out simple set up experiment (sorting materials) that enables them to talk about similarities –classifying.<br/><u>Foci: Observation of similarities</u><br/>Pupils use new knowledge to classify animals therefore highlighting their similarities. For example, carnivore dinosaurs all have sharp claws and teeth.<br/>Understands animals have similar features to live in specific habitat. Camouflage, fur to protect from the cold etc.</p> | <p><b>The natural world</b><br/>Selects equipment to help them follow their own enquiry of interest, for example, which mini beasts live in the playground?<br/>Records observations in a number of ways; drawings, written work, photographs.<br/><u>Foci: Observation of change over a period</u><br/>Records observations to enable changes to be observed.<br/>Shows an understanding of the passing of time through the life cycle of plants, animals, and mini beasts.<br/>Sequences the basic stages of human life cycle.</p> | <p><b>The natural world ELG</b><br/>Explores the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><b>ELG</b><br/>Knows some similarities and differences between the natural world around them and contrasting environments, drawings on their experiences and what has been read in class.</p> <p><b>ELG</b><br/>Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |
| <p><b>RE</b><br/><b>Sheffield</b><br/><b>Agreed Syllabus</b></p> | <p><b>Unit 3</b> Being special: where do we belong?</p>  | <p><b>Unit 2</b> Why do Christians perform Nativity plays at Christmas? (Why is</p>  | <p><b>Unit 1</b> Why is the word God so important to Christians?</p>  | <p><b>Unit 4</b> Why do Christians put a cross on their Easter garden? (Why is</p>   | <p><b>Unit 5</b> Which places are special and why?</p>   | <p><b>Unit 6</b> Which stories are special and why (THEMATIC)</p>  |

**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**



|                                   | Christmas special for Christians?)  |  | Easter special to Christians?)   |  |  |
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| <b>Expressive Arts and Design</b> | <p><b>Creating with materials</b></p> <p>Understands that they can use lines to enclose a space and begins to use these shapes to represent objects.<br/>                     Drawings show what the child perceives as most important about the subject.<br/>                     Gives meaning to marks they make.<br/>                     Marks recognisably represent an object (people with head, arms, and legs).<br/>                     Drawings include squares, rectangles and circles.<br/>                     Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.<br/>                     Explores mixing colours and observes the changes.<br/>                     Distinguishes between colours and names them.<br/>                     Manipulates malleable materials to create shapes.<br/>                     Selects from a variety of resources to use in collage based on personal choices and criteria.<br/>                     “ Its pink , I like pink.”<br/>                     Creates items of personal interest.<br/>                     Uses the environment/images to support the decision of what to create.<br/>                     Building blocks<br/>                     Stage 4: Enclosures<br/>                     Closes spaces and creates enclosures.<br/>                     Expands building to take up large areas of space due to improved spatial awareness.<br/>                     Enclosures and bridges become the scenery for imaginative play with props like dolls, animals and toy cars.<br/>                     Beginning to cut a curved line.<br/>                     Knows how to and can join construction pieces together to build and balance.<br/>                     Plays with their creations.</p> | <p><b>Creating with materials</b></p> <p>The pre-schematic stage of drawing develops so that pictures tell a story.<br/>                     Combines shapes to create another (a rectangle and a circle to form a hat).<br/>                     Representation become more mature with details emerging.<br/>                     Drawings begin to show some understanding of basic observation.<br/>                     Holds a smaller paintbrush correctly (matches pencil grip) to support control and precision.<br/>                     Shows focus, concentration and control painting within lines on a template.<br/>                     Washes paint brushes when using a new colour.<br/>                     Imitates a range of painting techniques modelled to them. - Printing, stamping, colour wash.<br/>                     Knows painted pictures needs to dry and stores painting independently and safely.<br/>                     Uses a variety of colours when colouring and painting.<br/>                     Selects a colour for a purpose (yellow for the sun).<br/>                     Attempts to keep colours “clean” through washing brushes in between using colour due to their knowledge of colour mixing.<br/>                     Beginning to understand and explore that a colour can be changed by adding black and white for shades and tints and comments on observations.<br/>                     Selects from a variety of resources for collage due to their effectiveness to represent ideas (based on aesthetics and malleability).<br/>                     “I used this paper because it is shiny like the fish scales”.<br/>                     Verbalises choices for collage and construction.</p> | <p><b>Creating with materials</b></p> <p>Draws a variety of objects with increased detail and shapes, some based on detailed observations.<br/>                     Selects own painting techniques, resources and tools to create representations.<br/>                     Knows which primary colours are mixed to make secondary colours.<br/>                     Explains the process they went through when making and the choices they made.<br/>                     Returns to and builds on their previous learning, refining ideas and developing their ability to represent them.<br/>                     Creates collaboratively sharing ideas, resources and skills.<br/>                     Effectively selects own resources and fixings for their desired project.<br/>                     Beginning to understand and show some awareness of stability and balance when adding 3D components together.<br/>                     Explains the processes they went through whilst making and the choices they made.<br/>                     Evaluates and edits their work throughout the making process.</p> <p><b>ELG</b><br/>                     Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.<br/> <b>ELG</b><br/>                     Shares their creation, explaining the process they have used, makes use of props and materials when role playing characters in narratives and stories.<br/> <b>ELG</b></p> |  |  |



**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

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|  | <p><b>Being imaginative and expressive</b></p> | <p>Explores existing textures of objects and describes them verbally.<br/>Imitates marks and textures into clay/dough surface.<br/>Says what they are going to make before doing so and what it will look like.<br/>Creates objects for a given purpose (for play or given functionality).<br/>Explains to an adult what they have created and what it is for.<br/>Building blocks<br/>Stage 5: Symmetry and Patterns<br/>Pieces are selected due to their size and shape to add symmetry and pattern.<br/>Shows signs of creativity, as they add accessories to their structures. Whether it is vehicles, dolls, furniture, animals, or "loose parts" like scarves, rocks, or gems, it adds to the building dynamics.<br/>Cuts around circles, squares and images, confidently changing cutting directions and the angle of hold.<br/>Uses small construction materials that join in different ways with confidence.<br/>Starting to know when to use specific adhesives (glue stick paper, PVA heavier items) and uses them effectively.<br/>Starting to know that paper can be joined in several ways and applies this knowledge in their creative work.<br/>Starting to select construction pieces due to their aesthetics, size or function.<br/>Joins simple components in 3D structures effectively using a selected method of joining (box modelling).<br/>Shows pride in their creations, labelling them for safe keeping.<br/>Reflects on their project and says what worked well.</p> <p><b>Being imaginative and expressive</b></p> | <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being imaginative and expressive</b></p> |
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**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

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|  | <p>Develops preference for forms of expression.<br/>Creates movement in response to music.<br/>Sings to themselves and makes up own songs.<br/>Engages in imaginative role-play based on own first-hand experiences that includes roles and simple narrative, for example, having dinner together, going to the shops.<br/>Identifies and matches an instrumental sound, for example, hears a shaker and indicates that they understand it is a shaker.<br/>Sings a few familiar songs.<br/>Creates sounds in vocal sound games.<br/>Claps or taps to the pulse of the music he or she is listening to.<br/>Claps or taps to the pulse of the song he or she is singing.<br/>Uses movement to express feelings.<br/>Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo).<br/>Shows control to hold and play instruments to produce musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p> | <p>Uses available resources to create props to support role-play.<br/>Develops storylines with detail in their pretend play, for example, someone's birthday, they sing and create a party.<br/>Creates scenarios in collaboration with others where they have different roles.<br/>Plans and communicates collaboratively about their play.<br/>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.<br/>Thinks abstractly about music and expresses this physically or verbally e.g., "This music sounds like dinosaurs."<br/>Distinguishes and describes changes in music and compares pieces of music e.g., "This music started fast and then became slow." "This music had lots of instruments, but this music only had voices."<br/>Sings in a group or on their own, increasingly trying to match the pitch and follow the melody.<br/>Sings the pitch of a tone sung by another person with some success (starting to pitch match).<br/>Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.<br/>Adjusts movement to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum.<br/>Replicates familiar choreographed dances, e.g. imitate dance and movements associated with pop songs.<br/>Choreographs his or her own dances to familiar music, individually or in small groups.<br/>Keeps a steady beat whilst playing instruments: his or her own steady beat in his or her creative music making.<br/>Taps rhythms to accompany words, e.g., tapping the syllables of names/objects/lyrics of a song.</p> | <p><b>ELG</b><br/>Invents, adapts and recounts narratives and stories with peers and their teacher.</p> <p><b>ELG</b><br/>Sings a range of well-known nursery rhymes and songs.</p> <p><b>ELG</b><br/>Performs songs, rhymes poems and stories with others and (when appropriate) tries to move in time with music.</p> |
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**YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)**

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|  |  | Plays along to the beat of the song they are singing or music being listened to. |  |
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