

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic title	Do you want to be friends?	What happens when I fall asleep?	What is a reflection?	Do cows drink milk?	Will you read me a story?	Why do zebras have stripes?
Super Start (hook)	School walk - people that help us Take a photo of each person we meet and helps us and reflect..	Planetarium Visit	Fun and diverse range of dressing up clothes and accessories and mirrors.	Cannon Hall Farm visit (take a photo of a farmer/farmers)	Watching a pantomime/play. Meet the characters. (Local amateur dramatics society)	Invite an African dance or music group in to performance.
Fabulous Finish (learning celebration)	Local Walk Salt-dough heart hanging decorations. Children make a heart and reflect on who helps them and who they would like to give the heart to.	Christmas Performance Lullaby and goodnight. Invite parents and carers with new babies to come for a lullaby sing-along. Incorporate Christmas carols.	Reflection Tree - write name on a shiny bauble and hang on a class tree. Children to find and bring other shiny reflective objects in to put on the tree.	Write a letter to the farmer/farmers that we met at Cannon Hall Farm explaining all about our fabulous project.	Fairy tale tea party! Children write invites to those they would like to attend. Discuss favourite stories and fancy dress tea party.	Visit Yorkshire wildlife park. Face-paints. Children to become different African Animals (invite face-painter in),
First Hand Experiences	Create friendship scenarios using jelly babies/soft toys.	Constellation Creators - create star constellation using battery tea lights.	Secret codes! Children work to find a selection of words that can only be read using a mirror.	Design and make own bread to take home or sell to parents (farm shop).	Visit local library Magic Beans - what to do with them? What might happen? Plant and see a surprise next day.	Designing and create their own zebra or other patterned animal. For example: a zebra with spots. Use different materials.
Communication and Language	<u>Provision experiences - playing together and role play</u> Two-channelled attention - can listen and do for short span. Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion. Links statements and sticks to a main theme or intention.	<u>Provision experiences - playing turn taking games</u> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span. Listen attentively in a range of situations. Listen to stories. Listens and responds to ideas expressed by others in conversation or discussion.	<u>Provision experiences - Talk partner work</u> Two-channelled attention - can listen and do for short span. Listen to stories. Respond to what they hear with relevant actions. Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion. Follow instructions involving several ideas or actions.	<u>Provision experiences - Talk partner work</u> Two-channelled attention - can listen and do for short span. Listen attentively in a range of situations. Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion. Follow instructions involving several ideas or actions.	<u>Provision experiences - Talk partner work</u> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span. Listen to stories. Respond to what they hear with relevant actions. Give their attention to what others say. Responds to instructions involving a two-part sequence.	<u>Provision experiences - Talk partner work</u> Maintains attention, concentrates and sits quietly during appropriate activity. Listen attentively in a range of situations. Responds to instructions involving a two-part sequence. Follow instructions involving several ideas or actions. Uses language to imagine and recreate roles and experiences in play situations.

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	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Listen to stories.</p>	<p>Answer 'why' questions about their experiences and in response to events. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Express themselves effectively. Develop their own explanations by connecting ideas or events.</p>	<p>Answer 'why' questions about their experiences and in response to events. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Express themselves effectively. Develop their own narrative by connecting ideas or events. Develop their own explanations by connecting ideas or events.</p>	<p>Answer 'why' questions about their experiences and in response to events. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Express themselves effectively. Use past tense. Develop their own explanations by connecting ideas or events.</p>	<p>Follow instructions involving several ideas or actions. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Express themselves effectively. Show an awareness of listeners' needs. Develop their own narrative by connecting ideas or events. Develop their own explanations by connecting ideas or events.</p>	<p>Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Express themselves effectively. Use present tense. Develop their own explanations by connecting ideas or events.</p>
Physical Development	<p><u>Provision – focus on gross motor skills and fine motor skills</u> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Uses a pencil and holds it effectively to form recognisable letters, most</p>	<p><u>Provision – focus on gross motor skills and fine motor skills</u> Experiments with different ways of moving. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Show good control in large and small movements.</p>	<p><u>Provision – focus on throwing skills and fine motor skills – introducing letter formation</u> Experiments with different ways of moving. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand.</p>	<p><u>Provision – focus on throwing skills and fine motor skills – introducing letter formation</u> Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p><u>Provision – focus on striking skills and fine motor skills – perfecting letter formation</u> Experiments with different ways of moving. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Handles tools, objects, construction and malleable materials safely and with increasing control. Begins to form recognisable letters.</p>	<p><u>Provision – focus on striking skills and fine motor skills – perfecting letter formation</u> Experiments with different ways of moving. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Move confidently in a range of ways. Safely negotiate space.</p>

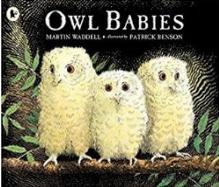
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	<p>of which are correctly formed. Manage their own personal needs.</p>	<p>Move confidently in a range of ways. Handle equipment and tools effectively. Handle pencils effectively for writing. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Talk about ways to keep healthy.</p>	<p>Show good control in large and small movements. Show good co-ordination in large and small movements. Safely negotiate space. Handle equipment and tools effectively.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Show good control in large and small movements. Show good co-ordination in large and small movements. Safely negotiate space. Handle equipment and tools effectively. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Manage their own basic hygiene.</p>	<p>Show good control in large and small movements. Move confidently in a range of ways. Safely negotiate space. Handle equipment and tools effectively. Handle pencils effectively for writing.</p>	<p>Handle equipment and tools effectively. Handle pencils effectively for writing.</p>
<p>Personal, Social and Emotional Development</p>	<p><u>Focus - Friends, interaction and feelings and emotions</u> Can describe self in positive terms and talk about abilities. Choose the resources they need for their chosen activities. Understands that own actions affect other people. Talk about others' behaviour and its consequences. Initiates conversations, attends to and takes account of what others say. Takes steps to resolve conflicts with other children.</p>	<p><u>Focus on self and own needs</u> Confident to speak to others about own needs, wants, interests and opinions. Talk about how they show feelings. Play co-operatively. Initiates conversations, attends to and takes account of what others say.</p>	<p><u>Focus on needs of others</u> Confident to speak to others about own needs, wants, interests and opinions. Say when they need help. Talk about how they show feelings. Talk about how others show feelings. Explains own knowledge and understanding, and asks appropriate questions of others. Listen to others' ideas.</p>	<p><u>Focus on needs of others</u> Confident to speak to others about own needs, wants, interests and opinions. Say when they need help. Beginning to be able to negotiate and solve problems without aggression. Play co-operatively. Work as part of a group. Initiates conversations, attends to and takes account of what others say.</p>	<p><u>Focus on empathy and helping others</u> Understands that own actions affect other people. Talk about their own behaviour and its consequences. Understand and follow rules. Play co-operatively. Initiates conversations, attends to and takes account of what others say. Form positive relationships with other children.</p>	<p><u>Focus on empathy and helping others</u> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Talk about their ideas. Say when they need help. Aware of the boundaries set, and of behavioural expectations in the setting. Explains own knowledge and understanding, and asks appropriate questions of others. Understand and follow rules.</p>

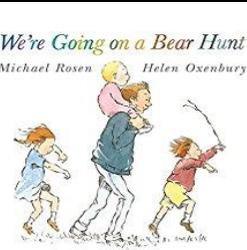
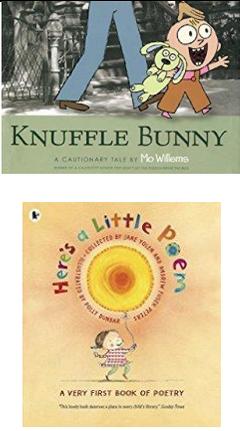
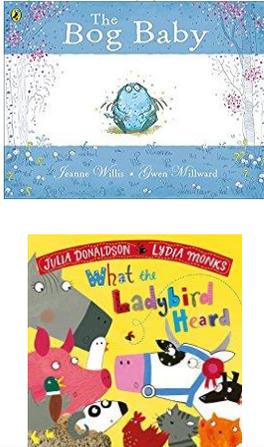
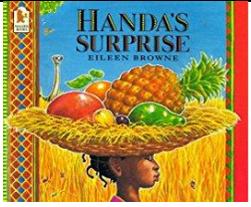
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	<p>Play co-operatively. Show sensitivity to others needs and feelings. Form positive relationships with adults.</p>					<p>Show sensitivity to others needs and feelings.</p>
Literacy	<p>Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Read simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Use their phonic knowledge to write words in ways that match their spoken sounds. Write simple sentences which can be read. Spell some words correctly.</p>	<p>Continues a rhyming string. Begins to read words and simple sentences Enjoys an increasing range of books. Read simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Use their phonic knowledge to write words in ways that match their spoken sounds. Write simple sentences which can be read.</p> 	<p>Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers. Read simple sentences Understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Demonstrate understanding when talking with others about what they have read. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Write simple sentences which can be read.</p>	<p>Continues a rhyming string. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Read simple sentences Understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Demonstrate understanding when talking with others about what they have read. Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.</p>	<p>Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Read simple sentences. Understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Write simple sentences which can be read. Spell some words correctly.</p>	<p>Begins to read words and simple sentences. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Read simple sentences. Demonstrate understanding when talking with others about what they have read. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Use their phonic knowledge to write words in ways that match their spoken sounds. Write simple sentences which can be read. Spell some words that are phonetically plausible.</p> 

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				<p>Attempts to write short sentences in meaningful contexts. Write simple sentences which can be read. Spell some words correctly. Spell some words that are phonetically plausible.</p> 		
<p>Math</p>	<p>Baseline</p> <p>Numbers: (Using numbers 1 - 5) Children count reliably with numbers from 1 to 5</p> <p>Shape, space and measures: Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and Describe patterns.</p>	<p>Numbers: (Securing numbers 1-5) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Shape, space and measures: Children use everyday language to talk about money</p>	<p>Numbers: (Using numbers 1 - 10) Children count reliably with numbers from 1 to 10</p> <p>Shape, space and measures: Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</p>	<p>Numbers: (Securing numbers 1-10) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Shape, space and measures: Explore characteristics of everyday objects and shapes and use mathematical language to</p>	<p>Numbers: (Using numbers 1 - 20) Children count reliably with numbers from 1 to 20. (Securing numbers 1-20) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Shape, space and measures: Children use everyday language to talk</p>	<p>Numbers: Solve problems including doubling, halving and sharing</p> <p>Revisit and consolidate Numbers and Shape Space and Measures.</p> <p>Assessment</p>

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				describe them. Recognise, create and describe patterns. Children use everyday language to talk about time to compare quantities and to solve problems.	about position and distance to compare quantities and objects and to solve problems.	
Understanding the world	<p><u>People who help us</u> Enjoys joining in with family customs and routines. Say how others are the same or different to them. Say how other communities are the same or different to their own. Say how other traditions are the same or different to their own. Looks closely at similarities, differences, patterns and change. Say how objects are the same or different. Interacts with age-appropriate computer software. Select and use technology for a particular purpose.</p>	<p><u>Bebtimes, Night and Day</u> <u>Space and planets</u> <u>Bonfire night</u> <u>Christmas</u> Enjoys joining in with family customs and routines. Say how others are the same or different to them. Looks closely at similarities, differences, patterns and change. Say how living things are the same or different. Talk about features of their immediate environment. Make observations about animals. Explain why things happen.</p>	<p><u>Shadows</u> <u>Reflections and symmetry</u> Looks closely at similarities, differences, patterns and change. Say how objects are the same or different. Say how living things are the same or different. Make observations about animals. Interacts with age-appropriate computer software. Recognise that technology is used in school. Select and use technology for a particular purpose.</p>	<p><u>The farm, animals, where food comes from, crops and growing</u> Looks closely at similarities, differences, patterns and change. Say how objects are the same or different. Say how living things are the same or different. Make observations about plants. Make observations about animals. Explain why things happen. Talk about changes. Interacts with age-appropriate computer software. Recognise that technology is used in school. Select and use technology for a particular purpose.</p>	<p><u>Fairy tales and nursery rhymes</u> Looks closely at similarities, differences, patterns and change. Say how materials are the same or different. Make observations about plants. Explain why things happen.</p>	<p><u>African culture and wildlife</u> Say how others are the same or different to them. Say how other communities are the same or different to their own. Say how other traditions are the same or different to their own. Looks closely at similarities, differences, patterns and change. Say how living things are the same or different. Make observations about animals. Interacts with age-appropriate computer software. Recognise that technology is used in school. Select and use technology for a particular purpose.</p>
Expressive Arts and Design	<p><u>Colour mixing</u> <u>Handprints</u> <u>Simple rhythms and movements</u> Explores the different sounds of instruments. Explores what happens when they mix colours.</p>	<p><u>3D construction</u> <u>Outdoor construction</u> Begins to build a repertoire of songs and dances. Understands that different media can be combined to create new effects.</p>	<p><u>Collage</u> <u>Percussion composing</u> Understands that different media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources.</p>	<p><u>Farm songs and composing</u> <u>Printing</u> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p>	<p><u>Construction</u> <u>Painting</u> <u>Dough work</u> <u>Dance and performance</u> Manipulates materials to achieve a planned effect.</p>	<p><u>African music, songs and dance</u> <u>Making masks and jewellery</u> <u>Paintings and printing</u> Begins to build a repertoire of songs and dances.</p>

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	<p>Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Make music. Safely use tools. Use a variety of materials and techniques. Experiment with colours. Creates simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to develop and act out a narrative. Use what they have learnt about media and materials in original ways thinking about uses and purposes. Represent their own ideas, thoughts and feelings through role play.</p>	<p>Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Sing a song. Use a variety of materials and techniques. Experiment with designs. Creates simple representations of events, people and objects. Introduces a storyline or narrative into their play. Represent their own ideas, thoughts and feelings through role play.</p>	<p>Uses simple tools and techniques competently and appropriately. Make music. Use a variety of materials and techniques. Experiment with designs. Experiments with form.</p>	<p>Uses simple tools and techniques competently and appropriately. Sing a song. Make music. Experiment with different ways of moving and dancing. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play. Plays co-operatively as part of a group to develop and act out a narrative. Represent their own ideas, thoughts and feelings through dance.</p>	<p>Constructs with a purpose in mind, using a variety of resources. Experiment with different ways of moving and dancing. Use a variety of materials and techniques. Experiments with form. Creates simple representations of events, people and objects. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to develop and act out a narrative. Use what they have learnt about media and materials in original ways thinking about uses and purposes. Represent their own ideas, thoughts and feelings through role play.</p>	<p>Explores the different sounds of instruments. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Sing a song. Make music. Experiment with different ways of moving and dancing. Use a variety of materials and techniques. Experiment with designs. Creates simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Represent their own ideas, thoughts and feelings through art.</p>
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						<p>Represent their own ideas, thoughts and feelings through role play.</p> <p>Represent their own ideas, thoughts and feelings through stories.</p>
SMSC	<p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Sense enjoyment and fascination when learning about themselves, others and the world around them.</p> <p>Use imagination and creativity in their learning. Reflect willingly on their experiences. Know about and respect the public institutions and services in England.</p> <p>Understand the consequences of their behaviour and actions. Know about and respect the public institutions and services in England. Use a range of social skills in different contexts.</p> <p>Participate in a variety of communities and social settings.</p> <p>Cooperate well with others and be able to resolve conflicts effectively.</p> <p>Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Sense enjoyment and fascination when learning about themselves, others and the world around them.</p> <p>Use imagination and creativity in their learning. Reflect willingly on their experiences. Know about and respect the public institutions and services in England. Use a range of social skills in different contexts.</p> <p>Participate in a variety of communities and social settings.</p> <p>Cooperate well with others and be able to resolve conflicts effectively.</p> <p>Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Sense enjoyment and fascination when learning about themselves, others and the world around them.</p> <p>Use imagination and creativity in their learning. Reflect willingly on their experiences. Know about and respect the public institutions and services in England.</p> <p>Understand the consequences of their behaviour and actions. Use a range of social skills in different contexts.</p> <p>Participate in a variety of communities and social settings.</p> <p>Cooperate well with others and be able to resolve conflicts effectively.</p> <p>Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>Sense enjoyment and fascination when learning about themselves, others and the world around them.</p> <p>Use imagination and creativity in their learning. Reflect willingly on their experiences. Know about and respect the public institutions and services in England.</p> <p>Understand the consequences of their behaviour and actions. Use a range of social skills in different contexts.</p> <p>Participate in a variety of communities and social settings.</p> <p>Cooperate well with others and be able to resolve conflicts effectively.</p> <p>Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Sense enjoyment and fascination when learning about themselves, others and the world around them.</p> <p>Use imagination and creativity in their learning. Reflect willingly on their experiences. Know about and respect the public institutions and services in England.</p> <p>Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.</p> <p>Use a range of social skills in different contexts. Cooperate well with others and be able to resolve conflicts effectively.</p> <p>Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.</p>	<p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Sense enjoyment and fascination when learning about themselves, others and the world around them.</p> <p>Use imagination and creativity in their learning. Reflect willingly on their experiences. Know about and respect the public institutions and services in England.</p> <p>Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination.</p> <p>Use a range of social skills in different contexts. Participate in a variety of communities and social settings.</p> <p>Cooperate well with others and be able to resolve conflicts effectively.</p> <p>Understand and appreciate the wide range of cultural influences that have shaped</p>

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	<p>individual citizens and is essential for their well-being and safety. Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>				<p>Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>	<p>their heritage and those of others. Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>
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