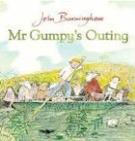
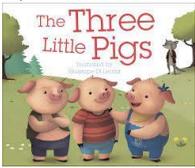
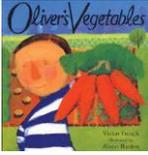
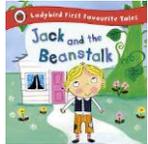
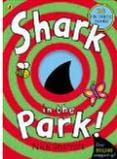
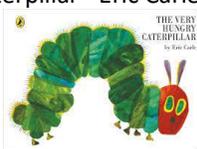
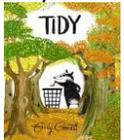


YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic title	<p>Let's Explore</p>  <p>This project teaches children about the environments that they share with others, including their homes, school and places in the local community.</p>	<p>Marvellous Machines</p>  <p>This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines.</p>	<p>Long Ago</p>  <p>This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</p>	<p>Ready, Steady, Grow</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>Sunshine and Sunflowers</p>  <p>This seasonal 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.</p>	<p>Big Wide World</p>  <p>This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>
Companion Topic	<p>Build it Up</p>  <p>This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.</p>	<p>Puppets and Pop Ups</p>  <p>This creative project explores puppets and pop up books and gives children the opportunity to make puppets and</p>	<p>Stories and Rhymes</p>  <p>This project teaches children about traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary.</p>	<p>Signs of Spring</p>  <p>This project teaches children about the changes that happen during the spring, including weather and the festivals that are</p>	<p>Shadows and Reflections</p>  <p>This project teaches children about natural phenomena, including shadows, reflections and echoes. They explore</p>	<p>Splash!</p>  <p>This project teaches children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.</p>

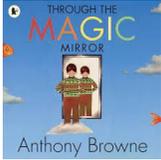
YEAR R CURRICULUM OVERVIEW (LTP) (Classes 1 and 2)

		use them to tell exciting stories.		celebrated at this time of year.	how shadows are formed and how they can change.	
Memorable experience	Explore The school grounds and building	Marvellous machines Puppet shows	Long ago – life in the past Storytellers	Looking for signs of Spring Food and farming – visit to a farm	Outside explorers. Reflections	Fantastic journeys. – boat trip; train journey; canal journey. Splish splash!
Innovate challenge	Noisy Orchestra	Incredible inventions Squirrels Woodland Muffins	Inventions Exploring Changes	Hatched! Penny Pig’s super salad	Planning a picnic. Making sun catchers	Planning a trip. Making ice lollies
First Hand Experiences	Go on a listening walk what can they hear.	Autumnal walk to identify signs of autumn. Dismantling defunct technology hardware	Visit to the local library.	Visit to a farm Spring walk to identify signs of spring.	Picnic	Fantastic journey
Suggested Texts	We're Going on a Bear Hunt - Michael Rosen;  Mr Gumpy's Outing - John Burningham;  Nursery Rhymes	The Story Machine;  Three Little Pigs (Ladybird First Favourite Tales) - Nicola Baxter  Stickman – Julia Donaldson;	Once There Were Giants - Martin Waddell;  The Smartest Giant in Town - Julia Donaldson;  The Gingerbread Man - Mairi MacKinnon	Oliver's Vegetables - Vivian French;  Jack and the Beanstalk (Ladybird First Favourite Tales) - Iona Treahy;  Farmer Duck - Martin Waddell	Shark in the Park! - Nick Sharratt;  The Very Hungry Caterpillar - Eric Carle; 	Handa's Surprise - Eileen Browne;  Tidy - Emily Gravett  Commotion in the Ocean - Giles Andreae;

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



Charnock Hall Primary Academy
A L.E.A.D. Academy

					<p>Through the Magic Mirror – Anthony Browne;</p> 	
<p>Communication and Language</p>	<p><u>Provision experiences - playing together and role play</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using</p>	<p><u>Provision experiences - playing turn taking games</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using</p>	<p><u>Provision experiences – Talk partner work</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using</p>	<p><u>Provision experiences – Talk partner work</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using</p>	<p><u>Provision experiences – Talk partner work</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using</p>	<p><u>Provision experiences – Talk partner work</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>

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



	<p>recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	
<p>Personal, Social and Emotional Development</p>	<p><u>Focus - Friends, interaction and feelings and emotions</u></p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Show an understanding of their own feelings and those of others, and</p>	<p><u>Focus on self and own needs</u></p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p><u>Focus on needs of others</u></p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience</p>	<p><u>Focus on needs of others</u></p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs, including dressing, going to the</p>	<p><u>Focus on empathy and helping others</u></p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an understanding of their own feelings and those of others, and</p>	<p><u>Focus on empathy and helping others</u></p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>

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



	<p>begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others.</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p>	<p>and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others.</p>	<p>toilet and understanding the importance of healthy food choices.</p>	<p>begin to regulate their behaviour accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	
Physical Development	<p><u>Provision – focus on gross motor skills and fine motor skills</u></p> <p>Begin to show accuracy and care when drawing. Use a range of small tools, including scissors, paint brushes and cutlery. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent</p>	<p><u>Provision – focus on gross motor skills and fine motor skills</u></p> <p>Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining. Begin to show accuracy and care when drawing. Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><u>Provision – focus on throwing skills and fine motor skills – introducing letter formation</u></p> <p>Begin to show accuracy and care when drawing. Use a range of small tools, including scissors, paint brushes and cutlery. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><u>Provision – focus on throwing skills and fine motor skills – introducing letter formation</u></p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent</p>	<p><u>Provision – focus on striking skills and fine motor skills – perfecting letter formation</u></p> <p>Begin to show accuracy and care when drawing. Use a range of small tools, including scissors, paint brushes and cutlery. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><u>Provision – focus on striking skills and fine motor skills – perfecting letter formation</u></p> <p>Demonstrate strength, balance and coordination when playing, Negotiate space and obstacles safely, with consideration for themselves and others. Use a range of small tools, including scissors,</p>

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



	<p>writing – using the tripod grip in almost all cases. Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>writing – using the tripod grip in almost all cases.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>paint brushes and cutlery. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>
Literacy	<p>Write recognisable letters, most of which are correctly formed. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Write recognisable letters, most of which are correctly formed. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>

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



<p>Mathematics</p>	<p>Focus numbers – 1, 2, 3, 4 Children count reliably with numbers 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. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and Describe patterns. Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</p>	<p>Focus numbers – 4, 5, 6, 7, Children count reliably with numbers 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 Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and Describe patterns. Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</p>	<p>Focus numbers – 8,9,10 Children count reliably with numbers 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 Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</p>	<p>Focus numbers – 11 - 20 Children count reliably with numbers 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 Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns. Children use everyday language to talk about time to compare quantities and to solve problems.</p>	<p>Solve problems including doubling, halving and sharing Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems. Children use everyday language to talk about money</p>	<p>Solve problems including doubling, halving and sharing Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems. Children use everyday language to talk about money</p>
<p>Understanding the world</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from</p>	<p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and</p>

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



	<p>observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>		<p>now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>drawing pictures of animals and plants.</p>	<p>cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>
<p>Expressive Arts and Design</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>

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



	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Share their creations, explaining the process they have used. Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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