

Personal, Social & Emotional Development

- Building confidence to choose activities and discuss ideas
- Build awareness of needing help, and confidence to ask
- Confidence to speak in a group of familiar peers
- Working as part of a group, following rules where appropriate
- Forming positive relationships with peers and adults
- Playing co-operatively, taking turns

Communication & Language

- Listening attentively, including while completing tasks
- Listening to stories and responding to prompts and ideas
- Following instructions to carry out activities
- Expression of ideas, including real-life and fictional ideas
- Using past, present and future forms of language

Physical Development

- Developing control and coordination of movement
- Handling equipment and tools, including for writing
- Learning about healthy diet and exercise
- Managing their own hygiene and personal needs

Literacy

- Use phonics to decode straightforward words
- Read simple sentences
- Discuss what has been read
- Use phonics knowledge to write simple words and sentences

Mathematics

- Count reliably with numbers up to 20
- Use counting on and number knowledge for simple addition
 - Begin to recognise and describe simple patterns
- Use everyday language to talk about size, position, time , etc.
- Use mathematical language to describe shapes and objects

Understand the World

- Talk about events in their own lives and that of their family
- Know about similarities and differences between communities
- Talk about similarities and differences between objects
- Make observations of plants and animals
- Recognise that technology is used in homes and schools

Expressive Arts & Design

- Experiment with songs, music and dance
- Use a range of artistic materials, tools and techniques
- Work imaginatively to create new works
- Represent ideas through art, music, role-play, dance and stories

In Year R, we firmly believe that ‘maximum attainment comes from maximum engagement’, and so, our teaching and learning is directed by the children, since without engagement and motivation at this early stage in their education, learning is greatly left to chance.

So, rather than children simply being the *receivers* of learning, we want our children to be the *discoverers* of their learning. Therefore, our curriculum is based *very loosely* around a main theme, but, as we get to know the children and the things that interest and fascinate them, our learning will take many different directions. We will put in place activities and resources carefully selected to meet the developmental needs of the children and dressed to reflect their interests.

What follows below is a very loose outline of our key aims within each term, which is subject to change according to the children’s dispositions, which change on a termly, weekly and even daily basis.

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	"All About Me"	"Celebrations"	"Teddy Bears' Picnic"	"Spring Has Sprung"	"In The Garden"	"Moving On"
Personal, Social & Emotional Development	<ul style="list-style-type: none"> * Learning class routines and school values charter to establish a safe and happy classroom * Recognise our emotions and how to deal with them appropriately * Learning ways to get along happily with everyone in our class and school 	<ul style="list-style-type: none"> * Developing our confidence to talk in familiar groups and ask questions of others * Apply strategies to share and play together successfully * Recognising emotions and resolving conflicts with friends * Understanding that our own actions affect others 	<ul style="list-style-type: none"> * Playing more co-operatively, taking turns with others (with some adult support) * Explaining knowledge in greater detail and asking appropriate questions of others * Initiating conversations with other people (who are not close friends) 	<ul style="list-style-type: none"> * Learning how to express our feelings in appropriate ways, without upsetting or hurting others * Playing more co-operatively, taking turns with others without needing adult intervention 	<ul style="list-style-type: none"> * Developing our confidence to try new, unfamiliar activities * Beginning to say why we like certain things more than others * Identifying when we do or don't need help * Beginning to negotiate and solve problems without getting upset or aggressive 	<ul style="list-style-type: none"> * Showing confidence when speaking to a larger (but still familiar) group (e.g. the class) * Talking about the things they enjoy, are good at and accepting the things they do not find easy * Being resourceful in finding support when needing help or information * Beginning to use and apply strategies for managing feelings * Listening and acting upon the suggestions of others * Learning how to stop and think before acting * Waiting with patience for things we want * Understand others' points of view * Showing awareness of 'bullying' and what behaviour is unacceptable
Physical Development	<ul style="list-style-type: none"> * Practising locomotor skills (e.g. running, jumping, sliding etc.) to develop proprioception and balance * Practising object control skills (e.g. throwing, catching, kicking etc.) to develop key joint pivots in the shoulder, elbow and wrist * Introduction to 'Clever Hands' and 'Dough Disco' (gross- and fine- motor control activities) * Action songs (e.g. Simon Says...) * Recognising simple ways of staying safe * Identifying simple ways of being healthy 	<ul style="list-style-type: none"> * Continuing to enjoy 'Clever Hands' activities * Developing our gross motor movements by using apparatus in play * Changing for PE * Using the toilet independently and remembering to wash our hands without being reminded * Using the 'Real PE' programme to learn to carry out simple tasks independently, follow instructions and practise exercises safely * Developing our ability to hold small tools with greater control 	<ul style="list-style-type: none"> * Continuing to enjoy 'Clever Hands' activities * Further developing our gross motor movements by using apparatus in play * Changing for PE independently * Using the 'Real PE' programme to work sensibly with others, taking turns and sharing * Developing our control of pens and pencils in order to form recognisable letters 	<ul style="list-style-type: none"> * Continuing to enjoy 'Clever Hands' activities * Further developing our gross motor movements by using apparatus in play and PE * Beginning to appreciate good practices with regard to exercise, eating, sleeping and hygiene * Using the 'Real PE' programme to understand and follow simple rules and name some things we are good at * Developing our control of pens and pencils in order to form recognisable letters * Understanding how to handle and transport large equipment 	<ul style="list-style-type: none"> * Continuing to enjoy 'Clever Hands' activities * Hopping and skipping in time to music * Holding paper in position for writing * Writing on lines and controlling letter size * Managing our own basic hygiene and personal needs independently and successfully * Knowing practices and strategies for exercise and staying healthy 	<ul style="list-style-type: none"> * Continuing to enjoy 'Clever Hands' activities * When dressing independently, showing skill in fastening buttons or laces * Practising some safety measures without direct supervision * Applying practices and strategies for exercise and staying healthy
Communication & Language	<ul style="list-style-type: none"> * Listen to stories and begin to discuss/ answer reading comprehension questions. * Sit quietly during short, adult-led activities * Answering how and why questions * Confidence in talking to other children through play and adults in the classroom 	<ul style="list-style-type: none"> * Using language to imagine and recreate in play situations * Maintaining attention, listening and contributing during group and whole class activities. * Responding to instructions involving a two-part sequence * Following a story without pictures or props (as we join assemblies) 	<ul style="list-style-type: none"> * Listening and responding to ideas expressed by others in conversation or discussion. * Extending vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words * Using language to imagine and recreate roles and experiences in play situations. * Introducing storylines and narratives into our play 	<ul style="list-style-type: none"> * Listening to stories, accurately anticipating key events * During play, giving attention to what others say and responding appropriately * Understanding humour as we look at nonsense rhymes and tell jokes * Introducing storylines and narratives that are increasingly influenced by our experience of oral storytelling 	<ul style="list-style-type: none"> * Answering 'how' and 'why' questions about stories and events * Being encouraged to extend our answers to questions using connectives (and, but, so) * Extending vocabulary in relation to topic related words 	<ul style="list-style-type: none"> * Developing our ability to express ourselves effectively, showing awareness of listeners' needs * Using past, present and future forms accurately when talking about events * Developing our own narratives and explanations by connecting our ideas and events

			* Using talk to organise, sequence and clarify thinking, ideas, feelings and events	* Maintaining two-channelled attention (listening and doing for short spans of time)		* Listening with sustained concentration to follow stories without pictures or props
Literacy	<ul style="list-style-type: none"> * Raising awareness of the sounds around us in the environment, developing our sound discrimination skills * Becoming aware of the different sounds made by various instruments and noise-makers * Singing songs and action rhymes to develop our awareness of sounds and rhythms * Appreciating rhythm and rhyme in sounds, words and stories * Focusing on the initial sound of words (alliteration) * Distinguishing between different vocal sounds and how these sounds are made * Begin to orally segment and blend simple CVC words * Giving meaning to marks made when drawing or writing 	<p>KEY TEXT: 'THE GINGERBREAD MAN' (Cumulative Tale)</p> <ul style="list-style-type: none"> * Learning to orally retell the story, using key story language and actions * Sequencing key parts of the story and describing the main events * Drawing our own story maps to help retell the tale * Writing CVC words and labels from the story 	<p>KEY TEXT: 'GOLDILOCKS & THE 3 BEARS' (Cumulative Tale)</p> <ul style="list-style-type: none"> * Learning to orally retell the story, using key story language and actions * Understanding the simple structure of cumulative tales (problem, conflict, resolution) * Drawing our own story maps * Beginning to innovate the story (by substitution) to write our own class version * Producing a 'class book' of the story with contributions from all children * Writing CVC words and labels from story 	<p>KEY TEXT: 'THE THREE LITTLE PIGS' (Cumulative Tale)</p> <ul style="list-style-type: none"> * Learning to orally retell the story, using key story language and actions * Drawing our own story maps * Identifying and discussing key features of narrative tales * Following the structure of cumulative tales to innovate the story (by substitution) and draw story maps to reflect these changes * Writing parts of the story ourselves (using full sentences) * Publishing a collection of our work for others to enjoy 	<p>KEY TEXT: TBC (Non-fiction)</p> <ul style="list-style-type: none"> * Orally retelling the text, using key non-fiction language and actions * Drawing our own text maps * Following the structure of the text to invent our own class instruction texts * Using the class text as a guide for writing our own instruction texts (based on individual interests) 	<p>KEY TEXT: 'THE WAY BACK HOME' (Journey Story)</p> <ul style="list-style-type: none"> * Orally retell the story, using story language and actions * Exploring how stories differ from others yet retain a similar structure * Innovating the story (by substitution or addition) * Writing our own journey stories, using key features of narrative in our writing
		<ul style="list-style-type: none"> * Beginning Phase 2 of phonics, following the 'Letters and Sounds' programme, learning 19 single-letter phonemes * Segmenting and blending simple VC and CVC words containing the Phase 2 phonemes taught each week * Learning to identify 'tricky' (non-decodable) words * Beginning to write individual sounds using the cursive script, learning rhymes to help us form them correctly * Writing CVC words and labels from own interests 	<ul style="list-style-type: none"> * Finishing Phase 2 of phonics, following the 'Letters and Sounds' programme * Beginning Phase 3 of phonics (when appropriate), introducing 25 new sounds, including digraphs (two-letter phonemes) * Beginning to know the letter name in addition to its sound * Gaining knowledge of the alphabet * Learning to read 'tricky' (non-decodable) words in context, such as within captions and stories * Segmenting and blending simple CVC words containing a mixtures of Phase 2 and Phase 3 phonemes * Learning strategies to read and understand sentences and stories, particularly those with unfamiliar words 	<ul style="list-style-type: none"> * Consolidating knowledge of Phase 2 sounds, particularly in context of captions and sentences * Continuing Phase 3 of phonics, including trigraphs (three-letter sounds) * Introducing polysyllabic decodable words * Applying strategies to read and understand sentences and stories, particularly those with unfamiliar words 	<ul style="list-style-type: none"> * Consolidating knowledge of Phase 2 and 3 sounds, particularly in context of captions and sentences * Begin Phase 4 (when appropriate) * Learning to read CCVC and CVCC words * Learning to read words with adjacent consonants (eg. milk, frog etc.) * Continuing to apply strategies to read and understand sentences and stories 	<ul style="list-style-type: none"> * Consolidating knowledge of Phase 2 and 3 sounds within the context of sentences, stories and books * Continuing to apply strategies to read and understand sentences and stories
Maths	<ul style="list-style-type: none"> * Exploring numbers, what they mean and how they can be shown and made * Recognising numerals to 5 and then 10, using number rhymes to write them 	<ul style="list-style-type: none"> * Accurately counting items that cannot be moved * Recognising numerals to 10 and beyond * Counting objects to 10, and beginning to count beyond 10 	<ul style="list-style-type: none"> * Applying our understanding of how numbers are made by adding to 10 and beyond, using concrete resources * Beginning to learn the vocabulary of addition within word problems 	<ul style="list-style-type: none"> * Learning how to add more efficiently (i.e. by counting on) * Beginning to learn the vocabulary of subtraction within word problems 	<ul style="list-style-type: none"> * Learning how to subtract numbers using concrete resources * Knowing one less than a number from 10 to 20 * Doubling and halving numbers using practical activities 	<ul style="list-style-type: none"> * Learning how to subtract efficiently (i.e. by counting back) * Counting in 2s, 5s and 10s * Solving problems involving the combining of groups of 2, 5 & 10 * Continuing to double, halve and share into equal groups

	<ul style="list-style-type: none"> * Learning about key counting strategies to be accurate counting to 10 when we can move items * Identifying shapes within the environment * Naming different shapes 	<ul style="list-style-type: none"> * Finding one more and one less from a group of up to 5 objects, then 10 objects * Finding the total number of items in 2 groups by counting all of them * Using mathematical terms to name and describe 2D shapes * Exploring measures, including weight, capacity, length and height * Using ordinal language (first, second, third) to describe the order of numbers 	<ul style="list-style-type: none"> * Becoming more confident with one more and one less than a given number * Counting to 20 and back * Recognising and ordering teen numbers * Ordering and sequencing events of the day and week * Using mathematical terms to name and describe 3D shapes 	<ul style="list-style-type: none"> * Measuring weight, capacity, length and height (according to children's interests) * Using mathematical language to describe 3D shapes 	<ul style="list-style-type: none"> * Sharing equally between groups * Counting backwards from 20-0 * Measuring weight, capacity, length and height (according to children's interests) * Using positional language (on, behind, next to etc.) to describe location 	<ul style="list-style-type: none"> * Estimating numbers up to 20
<p>Understanding the World</p> <p><i>This specific (non-prime) area of the EYFS curriculum is very much driven by children's interests and so, listed here are activities linked to topics only – other learning objectives will happen 'in the moment' when children show particular interests or fascinations.</i></p>	<ul style="list-style-type: none"> * Talking about ourselves and our families, showing awareness that family make-up and customs differ and are unique * Showing care and concern for each other and all living things in our environment * Discussing why things happen and how things work 	<ul style="list-style-type: none"> * Noticing seasonal changes in our environment * Welly walks * Having our own bonfire * Toasting marshmallows to go on the bonfire 	<ul style="list-style-type: none"> * Learning about Chinese New Year and its customs 	<ul style="list-style-type: none"> * Visiting a working farm and exploring the animals that live there. * Investigating the different lives of a variety of animals (farmyard, zoo and wild) * Investigating the different environments where animals live 	<ul style="list-style-type: none"> * Creating a mini garden for our family celebration. * Keeping a seed diary, discussing what the plants look like at each stage of their growth and identifying changes that we notice * Exploring different climates and how the plants within them change depending on the conditions 	<ul style="list-style-type: none"> * Becoming more familiar with more structure in the school day (in preparation for a smooth transition to Year 1)
<p>Expressive Arts & Design</p> <p><i>This specific (non-prime) area of the EYFS curriculum is very much driven by children's interests and so, listed here are activities linked to topics only – other learning objectives will happen 'in the moment' when children show particular interests or fascinations.</i></p>	<ul style="list-style-type: none"> * Using imaginative play in role play and puppet areas to act out narratives and themes * Manipulating malleable materials (e.g. playdough) * Exploring colour and texture * Learning a song for the Harvest Festival 	<ul style="list-style-type: none"> * Firework throwing * Firework Learning the Christmas Nativity songs and taking part in the Nativity * Making Christmas cards and decorations * Use junk modelling and large scale construction items (linked to children's interests) 	<ul style="list-style-type: none"> * Re-enacting the Teddy Bears' Picnic within role-play * Designing a plate for our Family Celebration * Designing invitations for our families to join our picnic * Learning the song-version of 'Goldilocks and the three bears' to perform at the family celebration 		<ul style="list-style-type: none"> * Re-enacting the story of Jack and the Beanstalk within role-play 	