

## Year R Curriculum Map

|    | Autumn  |   | Spring  |   | Summer   |
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|   | It's good to be me  | Celebrations  | The world around us   | Our world in danger   | Plants and creatures   |
| I wonder...   | ...who I am   | ...how we celebrate   | ...what the world is like                                   | ...how I can care for the world   | ...how things grow   |
| Possible ideas/lines of enquiry<br><br><i>These mini ideas within the themes may change or be replaced depending on child interest or fascination</i> | All about me, my family, houses and homes, my heroes/superheroes  | Different celebrations around the world (eg: Birthdays, Christmas, Diwali etc). | Weather and climate.<br><br>Reflecting children's families. | Recycling, plastic pollution and looking after our world.<br><br><i>*Traditional stories may be covered during this section</i> | Plants, exploring food (healthy food choices), gardening<br><br>Summer, Mini beasts (insects), Ourselves (growing and moving on) |
| Characteristics of Effective Learning   | <p>All areas of the curriculum will be informed by the characteristics of effective teaching and learning which are:</p> <ul style="list-style-type: none"> <li><b>Playing and exploring:</b> Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</li> <li><b>Active learning:</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</li> <li><b>Creating and thinking critically:</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</li> </ul>  |   |   |   |  |
| Communication and Language  | <p>Developing the children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> |   |   |   |  |
| Physical development  | <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>   |   |   |   |  |

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| Personal, social, emotional development | <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> |  |  |   |  |  |
|   | Respectful friendships  | Respectful friendships   | Dreams and goals   | Healthy Me  | Relationships  | How do we feel when changes happen?                                      |
| Online safety                           | Smarty the penguin  | Smarty the penguin   | Digiduck   | Digiduck  | Digiduck   | Digiduck   |
|   | Introduce story 1   | Introduce story 2  | Digiduck's big decision  | Digiduck's famous friend  | Detective Digiduck   | Digiduck and the magic castle  |
| Literacy                                | Phonics   | Phonics  | Phonics  | Phonics   | Phonics  | Story telling<br>Non-fiction report                                      |
| Mathematics (White Rose)                | Match and sort<br>Compare amounts<br>Compare measures<br>Explore pattern<br>Representing numbers 1-5  |  | Looking at numbers 5-10<br>Compare measures<br>Time<br>3d shape<br>Pattern                                     |   | Numbers to 20<br>Working with numbers beyond 10<br>Spatial reasoning                                 |  |
| Understanding the world                 | How have I changed?<br>Where I live.<br>What makes people special?<br>Autumn Walk   | Remembrance Day<br>Places around the world<br>What is Christmas?<br>Light and dark | My family<br>Comparing climates and locations<br>How do people celebrate?<br>Weather<br>Technology in the past | How the world is changing<br>What is Easter?<br>Signs of spring | Life cycles – link to chronology<br>What can we learn from stories?<br>Growing plants                | Habitats in our environment<br>What makes places special?<br>Life cycles |
| Expressive art and design               | Portraits<br>Begin to mix colours<br>Family pictures  | Movement and dances.<br>Firework pictures<br>Christmas decorations                 | Vivaldi's Four Seasons dances.   | Learn and perform World in danger story/song by Franky Moreland | Art, drama, music and dance inspired by the works of Eric Carle.<br>Henry Matisse inspired collages. |  |

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| Junk model houses<br>Using construction equipment<br>Role play and world play<br>Joining in with songs and nursery rhymes<br>Exploring sounds | Christmas craft<br>Shadow puppets<br>Divas (Diwali)<br>Designing homes for hibernating animals.<br>Christmas songs<br>Nativity performance. | Songs and dances from other countries.<br>Design and make weather reading resources.<br>Making Chinese lanterns and Chinese writing | Recycled art<br>Mother's Day cards and crafts<br>Bug houses and bird feeders from recycled resources.<br>Easter craft | Clay mini beasts<br>Songs linked to growing<br>Design and make a fruit salad<br>Father's Day craft |
| Story maps, props, puppets & story sacks will be used across the year to encourage children to retell, invent and adapt stories.              |   |   |   |  |