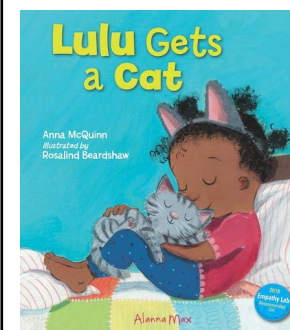
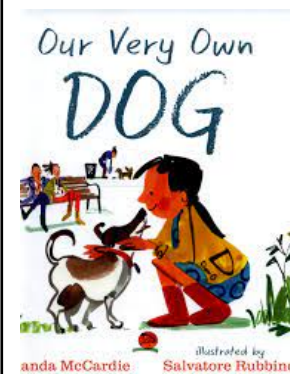
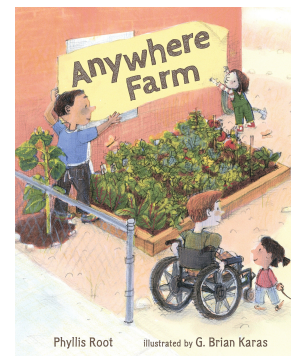
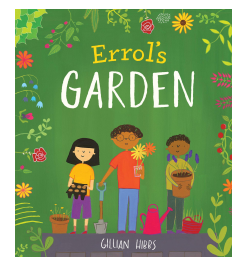
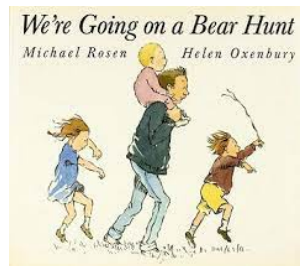
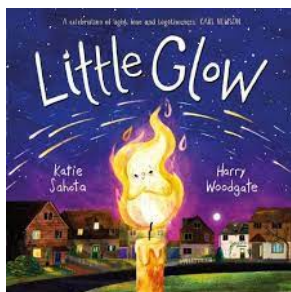
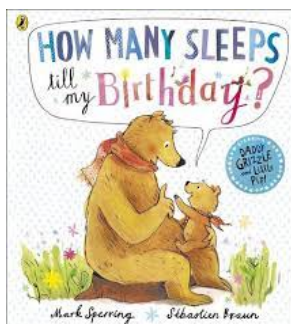
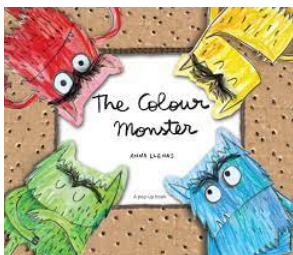


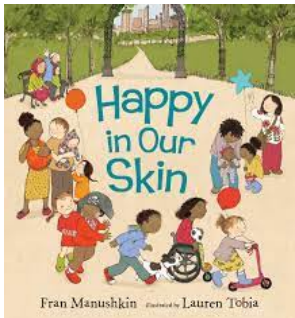
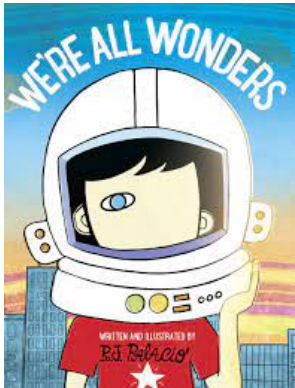
JYS Year R Curriculum Overview						
	Autumn 1-	Autumn 2-	Spring 1-	Spring 2-	Summer 1-	Summer 2-
Year group Theme	Marvelous me	Let's celebrate	Once upon a rhyme	Roots, shoots and muddy boots	Claws, paws and jaws	What a wonderful world
Driving Subject	Personal, social and emotional development Understanding the world-Past and Present.	Understanding the world- People, culture and communities	Expressive arts and design- being imaginative and expressive	Understanding the world--The natural world	Understanding the world-The natural world	Expressive arts and design- Creating with materials
Key Knowledge/ outcomes	<ul style="list-style-type: none"> Things were different in the past (linked to personal history) How to recognise, label, verbalise and manage feelings. There are different roles in our society and how these people help us. To know and understand the rules and expectations of the classroom and the wider school. To develop resilience and independence To understand we are all different and what makes us unique. 	<ul style="list-style-type: none"> Different families celebrate different festivals. Similarities and differences between festivals. Respect for others beliefs different from our own. Be able to talk about life in Chichester compared to other countries/places. 	<ul style="list-style-type: none"> To be able to sing a range of well-known nursery rhymes and songs. To have a repertoire of traditional tales that they can recall. Share creatively and imaginatively through dance/songs/stories and acting out. 	<ul style="list-style-type: none"> Changes in seasons/ environments for growing. Diverse environments needed to grow. Growing for a purpose/pleasure Parts of plants. 	<ul style="list-style-type: none"> Different animals require different habitats (e.g. pets, farm and wild). How animals are adapted to their environments (e.g. camouflage) and lifestyles (e.g sharp claws for digging). Rescue centers and their role. 	<ul style="list-style-type: none"> To discuss environmental issues: reduce, reuse, recycle and polluting the oceans. Be able to demonstrate different techniques chosen for a purpose.
Core Vocab (linked to communication and language)	Blend, segment, digraph, phoneme, grapheme, capital letter, full stop, finger space, alphabet, letter, sentence					
	Explore, pattern, control, movement, run, jump, stand still					
	past, present, now, future	Same, different, beliefs, celebrate	Story, book, event, character, rhyme , title, author	plant, life cycle	map, world, environment. city, farm, sea, ocean, land,	Colour, paint, print, draw explore, pattern, make, create,

	<p>family, home, community</p> <p>Feelings words such as: happy, sad, anger, fear, calm, frustrated, bored, annoyed</p>		<p>percussion, percussion instruments, beat, high, low, loud, soft</p>	<p>Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn)</p> <p>seed, stem, leaf, flower, roots, soil, shoots.</p>	<p>non-fiction</p> <p>Habitat, nocturnal, claw, paw, fur</p>	<p>design</p> <p>Push, pull, move, fall</p>
<p>Learning Launch / Enrichment (Hook, Trips, Visits)</p>	<ul style="list-style-type: none"> • Fire service visit • Visit from dentist/optician /nurse/doctor linked to parents professions. Photos shared in class. • All about me bag. • Class timeline of children when they were babies • Real objects from the past (artefacts) 	<ul style="list-style-type: none"> • Coconut ice and rangoli patterns for Diwali. • Family members from the class invited in to share and discuss cultures. Traditions and celebrations in their households. 	<ul style="list-style-type: none"> • Performance of We're going on a bear hunt • Gingerbread man making. • Build-a-bear factory stay and play. 	<ul style="list-style-type: none"> • Trip the allotment • Growing own vegetables/mini gardens. • Composting worms. • Edible worm cups • Guiseppe Arcimboldo food faces 	<ul style="list-style-type: none"> • Petting zoo/farm visit • Pets show and tell • Visit/talk from animal rescue organisations • Butterfly keeping. 	<ul style="list-style-type: none"> • Art project building reuse and recycle linked to somebody swallowed stanley • Final art project

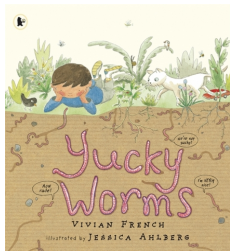
Reading Core
Text



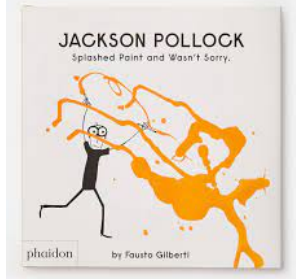
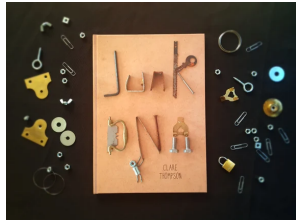
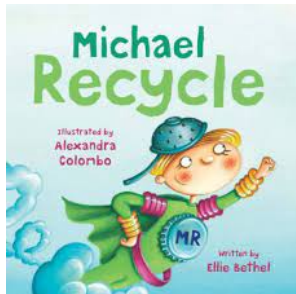
Additional Text




Traditional nursery rhymes and songs sung and acted out at the end of every day.



Non-fiction texts relating to animals



						
Literacy Focus	<p>Responding to texts, discussions and predictions</p> <p>Initial sounds and CVC words, blending and segmenting and introduced common exception words</p>		<p>Inventing, adapting and recounting narratives and stories</p> <p>Story maps</p>	<p>Anticipating</p> <p>Using knowledge and vocab learnt from non-fiction books</p> <p>Writing for a purpose- Instructions and labels. (Labeling plants, instructions on how to grow)</p>	<p>Writing information texts</p> <p>Information retrieval, using non-fiction texts</p>	<p>Writing for a purpose- posters to inform/persuade (environmental issues)</p>

Phonics Focus (Twinkl Phonics scheme)	Levels 1-4					
Maths (NCETM-Mastering Number Project)	<p>Counting, ordinality and cardinality.</p> <p>Composition</p> <p>Subitising</p> <p>Comparison</p>					
Maths (through termly themes)	Size linked to height and growing (e.g. drawing round bodies, hands, measuring)	Age linked to birthday candles		Subitising in nature e.g how many petals/leaves	More or less linked to number of animal legs etc.	Shape and their properties linked to Kandinsky art
Communication and Language	<p>Express their ideas and feelings linked to core texts Colour Monster.</p> <p>Talk about about their experiences using full sentences,</p>	<p>To discuss their thoughts, feelings and own experiences of celebrations.</p> <p>To use some vocabulary linked to</p>	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.	Articulate how and why things grow, life cycle of butterfly and composting process of tiger worms.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions	Make comments about what they have heard and ask questions to clarify their understanding sharing their own thoughts on environmental

	including use of past, present and future tenses linked to Once there were giants expressing own personal history and that of immediate family members.	celebrations covered in their discussions e.g rangoli patterns.			and small group interactions. Responses to what has been learnt in information texts.	issues and plastic pollution.
Personal, Social and Emotional Development	<p>Self-regulation through Colour Monster story and discussions.</p> <p>Managing self through understanding behaviours, routines and expectations of a new school.</p> <p>Building relationships with new classmates</p> <p>Showing sensitivity to others linked to We are all wonders and Happy in my skin books.</p>	<p>Showing sensitivity to others beliefs, cultures and traditions both in the class and through discussions about those in the wider community.</p>	<p>Working together to adapt ideas and perform stories and rhymes.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge linked to The Little Red Hen and how no-one would help her.</p> <p>Understand day-to-day personal hygiene but also when cooking/working with food</p>	<p>Communities, friendships and people coming together linked to Errol’s garden.</p> <p>Talk about healthy food choices linked to vegetables and growing your own.</p>	<p>Being able to express own feelings linked to animals and environmental topics and respect the views of others.</p>	
Physical Development (strong links in everything we do)	<p>Develop fine motor skills through:</p> <ul style="list-style-type: none">● Funky Fingers sessions● Disco dough sessions● Squiggle and Wiggle sessions <p>Refine gross motor skills for negotiating around the outside area avoiding obstacles when running, on the bikes etc with skill and grace.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Develop core muscle strength for standing, sitting on the floor and at tables.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none">- lining up and queuing- mealtimes-changing		<p>Develop fine motor skills through:</p> <ul style="list-style-type: none">● Funky Fingers sessions● Letter formation sessions <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Showing care and accuracy when drawing</p>			

	<p>Gross motor skills sessions</p> <p>Using the trim trails, PE equipment, and bikes and trikes. Focus on climbing, balance, core strength, negotiating obstacles. Laying the foundations for fine motor skills and writing.</p>	<p>Gymnastics</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <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>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency.</p>		<p>Dance/movement to music</p> <p>Movement to music with Rachael Royce</p> <p>Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>(links to being expressive arts and design- being imaginative and expressive by moving in time to music)</p>		<p>Multi-skills (linked to sports day)</p> <p>Throwing, catching, kicking, running, jumping, team games.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
<p>Understanding the World</p>	<p><u>Past and present</u></p> <p>Personal history (me as a baby, my parents and grandparents)</p> <p>Roles of people around us- what do our parents do for jobs? Who are the people that help us.</p> <p>Drawing around bodies- what’s inside our bodies linked to ‘people that help us’ doctors etc.</p> <p>Investigation: Investigating capillary action through colours being ‘sucked up’ through paper towels demonstrating colour mixing.</p> <p><u>The natural world</u></p> <p>Autumn as a season, leaves changing, conkers/chestnuts falling.</p> <p>Harvest festival, gathering crops.</p>	<p><u>People, culture and communities</u></p> <p>Celebrations focus: Diwali, Christmas, birthdays, Chinese new year, Hanukkah. Comparing and contrasting religious festivals and traditions.</p> <p>Where do our family live? Take real examples from children in the class and their links around the world (photos, videos, zoom calls)</p> <p>Plotting these on maps</p> <p>Showing on maps where some of these festivals are most popular</p> <p>Using information books linked to festivals to compare surroundings to our own e.g. China’s landscape</p> <p>Investigation: shadow drawing. Experimenting with angles, size</p>	<p><u>The natural world</u></p> <p>How cooking changes dough to a biscuit, wheat to flour to bread</p> <p>Natural resources linked to transient art (see below)</p> <p>Investigation: Investigating materials to make a bridge for the GBM to cross the river.</p> <p>Floating/sinking/properties of the materials</p>	<p><u>The natural world</u></p> <p>Repotting Dissecting plants Individual mini gardens Re-growing White flowers with food colouring to see how water and nutrients travel up the stems. Exploring seeds Composting as a changing state</p> <p>What does a plant need to grow and how does the seasons affect this e.g. why are we growing now and not in the winter? Plants as habitats Life cycle of a butterfly (including real butterflies) Easter as a Christian celebration</p> <p>Investigation (worm cups): Changing states of matter: chocolate melting, hardening and reversing. Jelly from a liquid to a solid (non-reversible)</p>	<p><u>The natural world</u></p> <p>Understanding different environments and the animals that inhabit them and why.</p> <p>Creating own animal talk about the features. Why does it have big feet? What are they used for? How does it help them to live in their habitat?</p>	<p><u>The natural world</u></p> <p>Understanding changes in the natural world: Pollution, importance of reusing and recycling, the effect on our world.</p> <p>Investigation: Forces (push and pull): investigate the effect of pushing and pulling on everyday toys/vehicles and changing surface texture and gradient</p>

		<p>and proximity.</p> <p><u>The natural world</u></p> <p>Looking at the change in seasons/weather. Notice the frost on the ground/condensation on the windows.</p> <p>Investigation: Experimenting with melting and freezing. What melts the ice more quickly/more slowly?</p>				
	<p><u>The natural world</u></p> <p>Outdoor learning</p>			<p><u>The natural world</u></p> <p>Outdoor learning</p>		
<p>Expressive Arts and Design</p>	<p><u>Creating with materials</u></p> <p>Colour mixing linked to The Colour Monster and Happy in Our Skin.</p> <p>Self portraits</p> <p>Investigation (colour rainbows): Paper towels and food colouring demonstrating mixing colours.</p>	<p><u>Creating with materials</u></p> <p>Rangoli patterns linked to Diawli expressed in different ways e.g. loose parts/painting/chalks/collage.</p> <p>Shape art in the style of Kandinsky</p>	<p><u>Creating with materials</u></p> <p>Transient art linked to images in The Gingerbread Man</p> <p><u>Being imaginative and expressive</u></p> <p>Performing songs, rhymes, poems and stories with others linked to traditional tales and nursery rhyme work. Lots of opportunity to use these as a starter for helicopter stories.</p> <p><u>Creating with materials</u></p> <p>Water colour painting in the style of the book The Magic Paintbrush. What would you paint if you had a magic paintbrush?</p>	<p><u>Creating with materials</u></p> <p>Observational drawings (worms and plants) using oil pastels</p> <p>Food faces in the style of Giuseppe Arcimboldo</p>		<p><u>Creating with materials</u></p> <p>Jackson Pollock as an artist</p> <p>Joining techniques for different materials (jellyfish using cups and different materials for tentacles to explore)</p> <p>Printing and texture (printing patterns on starfish using different methods of printing added texture to the paint using sand for example)</p> <p>Collage (creating a turtle's back using different materials)</p> <p>Transient art using loose parts linked to Junk DNA</p> <p>Final art project using recycled materials creating with a variety of materials, experimenting with textures and techniques, sharing their process and reviewing as</p>

						they go applying techniques learnt.
		Helicopter story sessions- Invent, adapt and recount narratives and stories with peers and their teacher (and perform) Strong links to communication and language.				