

Year N Curriculum Overview 2024-25



Year N	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Me	Special Days	It's getting cold outside	Food Glorious Food	Once Upon a time My Heroes	All creatures-Great and Small
Communication and Language	<ul style="list-style-type: none"> Be able to talk about familiar books: <ul style="list-style-type: none"> Sit and listen to a story. Answer simple question about what they have heard. Develop their communication: <ul style="list-style-type: none"> Speak in simple sentences. 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts. <ul style="list-style-type: none"> Use a wider range of vocabulary. 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. <ul style="list-style-type: none"> Develop their communication but may continue to have problems with irregular tenses and plurals. Use a wider range of vocabulary. 	<ul style="list-style-type: none"> Use a wider range of vocabulary. Be able to talk about familiar books and be able to tell a long story. Use vocabulary in their play, that reflects their experiences of books. Be able to express a point of view and to debate. 	<ul style="list-style-type: none"> Understand 'why' questions. <ul style="list-style-type: none"> Be able to tell a long story. Use longer sentences of four to six words. Use newly learnt vocabulary in play. 	
Reading Phonics	General sound discrimination Environmental sounds Body percussion Nursery Rhymes	General sound discrimination Alliteration	Rhythm and Rhyme Recognise Initial sounds in words	Rhythm and Rhyme Recognise same Initial sounds in words	Oral Blending Link sounds to letters	Oral Blending Link sounds to letters
Reading Comprehension	Join in with nursery rhymes and sing songs independently. Point to print in the environment.	Enjoy listening to longer stories and remember some events. Join in with repeated phrases of simple stories Engage in fiction and non-fiction text.	Enjoy listening to longer stories and remember much of what happens. Engage in extended conversations about stories, learning and using new vocabulary.	Know that print can be used for information. Begin to understand the five key concepts about print: <ul style="list-style-type: none"> Print has meaning Books have a title page 	Retell main story events. Engage in extended conversations about stories, answering who and what questions. Understand 5 key concepts about print	Retell stories with intonation and expression during play. Begin to identify features of a story; character, problems and solution.
Writing /Fine motor	Mark-make using print and letter knowledge.	Give meaning to mark-using print and letter knowledge. Draw circles, lines and squares using sticks, sand and paint brushes.	Begin to form some letters of their names. Use some of their print and letter knowledge to write lists and recipes.	Begin to form some letters of their names. Begin to form letter shapes, especially when attempting to write their names.	Recognise initial sounds in words. Link sounds to letters naming and sounding some letters of the alphabets.	Form some letters of the alphabets correctly. Write some letters of their names in sequence.

Physical Development	Group activities including, skip, hop and stand on one leg. Use one handed tools. Show preference of dominant hand.	Patterns of movements Cooking - Mixing	Balancing (Scooters, trikes and Bikes). Ball skills Use one handed equipment (scissors)	Construction and Building Manipulate materials	Building Making boats	Negotiate space and move safely Create a Dance
PSHE	Being me in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Maths	Match and Sort: Begin to sort objects according to colour, size or shape.	Link numerals and amounts/Counting 1, 2: Recognise, Subitise, recite and Match amount Measure Make comparisons between objects relating to size and length.	Subitising, counting, Number composition recognising (3, 4 and 5)	Subitising, counting, Number composition recognising (Number 6) Height and Length Mass Capacity	Number Sequence Compare amounts and Numbers (More than/fewer) 2D and 3D shapes	Explore different pairs Numbers to 5 Number Composition What comes after What comes Before
Understanding the World	Growth and Change Autumn-Seasonal changes	Differences in materials and changes-Cooking (Gingerbread man)	Weather, where we live, Habitats-where bears live Hibernation Melting and freezing; natural and artificial materials	Life cycles of farm animals and plants Understand Key features	Properties of materials Strength and suitability Forces-pushes, pulls, magnets	Life cycles of animals in tropical. rainforests, sea, and grasslands Exploring forces pushes, pulls and magnets Parents and their young animals look similar and different.
	Make sense of their own life's history and family's history	Say how old I am Over time, some things about a person (me) stay the same and some things change Recall special times, such as birthdays, that they remember in their life	Talk about the lives of the people in my community, including my family, and their roles in society	Farm- Then and Now	Boats and trains-then and now Characters from the past	
	The house and street I live on	Weather-Identify appropriate clothing Types of weather	Weather and habitats around the world- Polar habitats Hibernation	Begin to understand the need to respect and care for the natural environment and all living things. Farms	Draw Maps (Journeys)	Animals that live in grassland and tropical rainforest habitats, and locating these on a globe

	<p>Continue to develop positive attitudes about the differences between people. Find out about different kinds of families. Talk about how they celebrate special days such as their birthday.</p>	<p>Diwali/ Hannukah/Eid/ Christmas</p> <p>Continue to develop positive attitudes about the differences between people. Community</p>	<p>Chinese New Year Know that there are different countries in the world and talk about the differences that they have seen or experienced.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Ramadan Eid</p>	<p>Show interest in different occupations.</p>	<p>Respect and care for their immediate environment</p> <p>Eid</p>
Expressive Art and Design	<ul style="list-style-type: none"> • Colour: Painting a self-portrait. Beginning to explore colour-mixing. • Control of materials: Using a paintbrush. <p>Enjoy listening to stories.</p>	<p>Take part in simple pretend play. Remember and sing songs.</p>	<ul style="list-style-type: none"> • Texture: Using a range of materials to create a hibernation picture. • Control of materials: Collage skills (gluing, cutting with scissors). <p>Take part in simple pretend play</p>	<ul style="list-style-type: none"> • Colour: Choosing appropriate colours for each element of their image. • Texture: Using a range of materials to create a collage. • Control of materials: Collage skills, printmaking. <p>Role Play and Retell Stories</p>	<ul style="list-style-type: none"> • Line: Drawing continuous line, vertical and horizontal lines and closed shapes to represent movement or noise . • Texture: Creating textured surfaces to represent brickwork. <p>Control of materials: Using fine motor skills to hold a pencil Role Play and Retell Stories</p>	<ul style="list-style-type: none"> • Line: Drawing animals using lines and circles. <p>Control of materials: Using pencil to add detail to drawings.</p> <p>Retell stories and begin to create their own narratives.</p>
Cultural Capital Trips/ Experiences	Black History Month	Christmas Show	Place of Worship visit		Local Library Visit Culture Day	Jubilee Park