

Year R Curriculum Overview 2024-25



Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Me and My World	Standing Ovation	Castles, Knights and Dragons Winter	Spring in our Step	Where we Live	Science Detectives
Word Reading	Phonics Read 16 single letter set 1 sounds	Phonics Read all 25 set 1-single letter sounds Blend sounds into words-orally	Phonics Read all 25 Set-1 single letter sounds Blend sounds to read words Read short Ditty stories	Phonics Reads 31 sounds (set 1 special friends) Read Red Storybooks	Phonics Read 35 sounds (4 double consonants) Read Green Storybooks	Phonics Read 41 sounds (first 6 set 2 sounds) Read Green Storybooks
Reading Comprehension	Engage in small group and whole class story times - answering simple 'what' questions -Retell main events -Learn new vocabulary - using illustrations to describe events and feelings of the characters. Learn the 5 key concepts about print. Use non-fiction books as a source of information.	Retell main events in a story. Develop storylines in play. Answer who, what and where questions about a story. Compare features of non-fiction and fiction texts.	Learn rhyming words in stories, poems and songs. Anticipate key events in stories (problem and solution). Develop understanding of stories by retelling.	Answer why and how questions about a text to get deeper understanding of the text. Anticipate key events in stories. Sequence stories-story maps.	Describe story events in detail (making links, commenting and questioning). Compare and contrast characters from the stories, including figures from the past. Draw information from non-fiction texts.	Retell stories and create narratives, using learnt vocabulary from the text; some as exact repetition and some in their own words. Innovate (story ending). Perform with expressions and intonation.
Writing Genre	Write names Write Labels Write a leaflet Write a list	Character Description Missing Poster Fact file (Autumn) Write a letter Write a list	Write a list Descriptive writing- Setting and Character Write a Recipe	Label-parts of plants Character Description Retell-story maps Report-Easter Fact file	Setting and Character description Write a Letter Report	Report Letter Descriptive writing Rhyming Poem
Writing	.Begin to form letters of correct shapes. Hold pencil with tripod grip	Spell cvc words by identifying sounds. Begin to form and write captions and phrases with adult support. Write names without reference	Rehearse sentences that I want to write. Begin to write simple sentences using finger spaces. Use tricky words during independent writing. Form letters of correct shapes.	Form lower-case and capital letters correctly. Write simple phrases or words which can be read by others.	Write words using sounds learnt, including diagraphs. Begin to write sentences with capital letters and full stops. Re-read sentences to check what I have written.	Develop handwriting styles which are accurate, using tripod grip. Write words and sentences using correct letter formation with fluency and directionality. Write sentences that can be read by others.

Maths	Getting to Know you	Its me 1, 2, 3 Light and Dark	Alive in 5 Growing 6, 7, 8	Building 9 and 10	To 20 and Beyond	Find my pattern On the move
Understanding the World	Seasonal Changes-Autumn Name and Label body parts	Sequence Day and Night pictures Nocturnal and Diurnal animals Seasonal Changes-Autumn	Hibernation Why some animals hibernate?	Wildlife and weather in spring and winter; habitats around our school Life Cycle and Growth Life cycle of a Butterfly- differences in animals and their young Plant a bean	Recycling (materials) Looking after planet earth	Compare habitats around the world Investigate Animals; behaviours-camouflage, extinction, differences in animals and their young Human body parts (skeleton) Properties of materials
	Talking about different family members and their roles in more depth Talk about our family history	My Family History Comparing heroic characters from the past and present Remembrance Day	Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens		Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults	Changing me (Jigsaw)
	Seasonal Changes-Autumn Comparing our community with settlements in Kenya	Seasonal Changes-Autumn Weather and wildlife in spring-impact on changing weather on natural world	Weather and wildlife in winter Changes in winter and effects on the Natural world.	Weather and wildlife in spring-impact on changing weather on natural world	Draw information from a simple map. 2D and 3D representations of maps. Features of environments (beaches, cities, hills, forests and seas) Local area: London landmarks	Compare habitats around the world. Endangered species of animals
	Talk about members of their immediate family/community. Name and describe people who are familiar to them.	Christmas-Christian celebration Understand that places are special to people in their community. Recognize that people have different beliefs and celebrate special times in different ways.	Chinese New Year Recognize that people have different beliefs and celebrate special times in different ways.	Easter and Ramadan Recognise that people have different beliefs and celebrate special times in different ways.	Eid- Islam celebrations Recognise that people have different beliefs and celebrate special times in different ways.	

Physical Development	Getting ready for PE	Fundamental Movement Skills 1	Fundamental Movement Skills 2: Gymnastics	Dance, Jumping and Landing	Fundamental Movement: Multi skills	Athletics
	Physical skills Getting changed Write names without reference	Manipulate malleable materials Negotiate space Experiment with movements Write recognisable letters	Use range of tools safely using fine and Gross motor skills Form letters with correct directionality	Write recognisable letters Negotiate space when playing games Dance and movement	Travel around and through balancing and climbing equipment Form letters of correct relevant sizes.	Negotiate space, adjusting speed and changing directions Form letters of correct sizes and shapes (capital letters and lowercase) Use tripod grip
Expressive Art and Design	Colour: Selecting and mixing appropriate colours for their self-portrait (e.g., eyes, hair). Line: Drawing detail with increasing complexity. Control of materials: Using a pencil and paintbrush with an increasing degree of control. Retell stories and develop storylines in their pretend play.	Colour: Using paint to create prints-leaf printing Control of materials: Use of collage skills, careful application of paint during printmaking. Retell the main events of a story with intonation and expression.	Texture: Using wax crayons to create rubbings of textured surfaces. Create narratives-Magic potions and spells	Colour: Noting the difference between the grey background created using charcoal and the coloured paintings/prints created using more vibrant colours. Control of materials: Using charcoal. Using painting and printmaking skills. Use story language and expression in roleplay.	Share their creations, talking about how they have created effects. Create overtime and refine creations Use verbal and non-verbal features to perform and role play.	Share their creations, talking about how they have created effects. Create overtime and refine creations Invent, adapt and recount narratives and stories with peers and techniques.
	Move in line with music.	To respond to music through the medium of paint. Explore and engage in music making and dance, performing solo or in groups.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore and engage in music making, dance and performance.	Music from around the world Sing songs without words which can be pitch matched. Participate in call and response songs.	Listen to African music and describe music and movement observed
	Art Drawing DT: Junk Modelling	DT Project Church Sliding Chimneys, Diva Lamps Art Paint my World Finger painting Painting to Music	DT Project: Cooking and Nutrition Making Pumpkin Soup	Art and Design project Craft and Design; Let's get Crafty Flowers	DT Project Sculpture 3D creation station Music	
PSHE	Being me in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Cultural Capital Trips/ Experiences	Local Library Visit Black History Month Autumn Walk	Nativity performance GMS Sing Off Competition	Local Library Visit Place of Worship visit	World Book day Spring Discovery Walk	Culture Day Trip to Pumphouse Museum-Local bus journey	Jubilee Park Trip

Communication and Language -Listening, attention and Understanding

Autumn	Spring	Summer	Year 1
<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 • Enjoy listening to longer stories and can remember much of what happens. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. 	<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Ask questions to find out more and check they understand what has been said. <ul style="list-style-type: none"> • Make simple predictions about what will happen next when reading or listening to a text • Answer why and how stories about a text • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen to and talk about stories to build familiarity and understanding. <ul style="list-style-type: none"> -Link events in a story to their own experiences. 	<p>In the English National Curriculum in Spoken Language, pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Communication and Language-Speaking

Autumn	Spring	Summer
<ul style="list-style-type: none"> • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. <ul style="list-style-type: none"> • Engage in non-fiction books. • Use new vocabulary through the day. 	<ul style="list-style-type: none"> • Use new vocabulary in different contexts. • Connect one idea or action to another using a range of connectives. • Understand and use new vocabulary introduced through non-fiction texts and stories • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. <ul style="list-style-type: none"> • Describe events in some detail. • Learn and use new vocabulary.