

# Autumn Term Curriculum Overview for Year R

## Literacy – Comprehension, Word Reading & Writing

**Phonics is taught following Little Wandle.**

Spell words by identifying the sounds and then writing the sounds with letters

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences

Talk about stories and make connections with events in their own lives or other familiar stories

Talk about stories that have been read to them and retell them through role-play and small world play

Suggest what might happen at different points in the story

Talk about characters, events and settings in stories that have listened to, using props and materials for role play

Recognise and say sounds represented by graphemes

Begin to link the letters of the alphabet with the corresponding phoneme

## Maths – Number & Numerical Patterns

**Maths is taught following White Rose.**

Match, sort and compare amounts

Compare size, mass & capacity

Exploring and creating patterns

Representing numbers to 5

Comparing numbers to 5

Composition of numbers to 5

Circles and triangles

Positional language

One more and less

Shapes with 4 sides

Day and night

## Physical Development – Gross Motor Skills & Fine Motor Skills

**PE is taught following PE Passport**

Move confidently in a range of ways and safely negotiate space, obstacles and terrain

Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping

Cut, tear, fold and stick a range of papers and fabrics

Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools

Select appropriate tools and media to draw with.

Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.

Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.

Choose and explore appropriate tools for simple practical tasks.

## Personal, Social and Emotional Development – Building Relationships, Managing Self & Self-Regulation

**PSHE is covered in this area.**

Build constructive and respectful relationships and talk about the special people in their lives and why they are important

Select vocabulary and pictures to express their feelings and consider the feelings of others

See themselves as a valuable individual and describe themselves in positive terms talking about their abilities and interests

Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge

Look after basic hygiene and personal needs and talks about the importance of good oral health

Talk about what constitutes a healthy lifestyle

Understand that some household products, including medicines, are not to be played with, as they can be harmful when not used properly

## Communication and Language – Listening and Attention & Speaking

**Computing and aspects of English are covered in this area.**

During small group or one to one discussions, ask questions to find out more and understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.

Listen carefully in a range of situations and is aware of the importance of listening.

Ask a relevant scientific question to find out more, explain how things work and why they might happen.

Show an understanding of the meanings of new words by using them in discussion and role play situations.

Use simple positional language to describe where things are in relation to each other and give directions.

Develop storylines in their pretend play and use talk to help work out problems and organise thinking  
Develop their own explanations by connecting ideas or events

Use present tense

Express themselves effectively

Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events

Show some awareness of the listener by making changes to language and non-verbal features

## Understanding the World – People, Culture and Communities, The Natural World & Past and Present

**Science, History, Geography and RE are covered in this area.**

Name and talk about man-made features in the local environment, including shops, houses, streets and parks

Describe how they can look after their environment

With support, observe, record and talk about materials and living things

Observe and describe living things and their habitats within the local environment

Recognise and discuss how they have changed from when they were babies

Talk about different occupations that familiar adults and members of their community have

Share stories and talk about significant people who lived in the past

Describe how the local environment has changed over time using photographs and first-hand experiences

Take photographs, draw simple picture maps and collect simple data during fieldwork activities

Make and use simple maps in their play to represent places and journeys, real and imagined

Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

Sense enjoyment and fascination when learning about themselves, others and the world around them

Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities

Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

## Expressive Art & Design – Creating With Materials & Being Imaginative & Expressive

**Music is taught using Charanga.  
Art and DT are also covered in this area**

Listening and responding to different styles of music

Embedding foundations of the interrelated dimensions of music

Learning to sing or sing along with nursery rhymes and action songs

Improvising leading to playing classroom instruments

Share and perform the learning that has taken place

Use primary and other coloured paint and a range of methods of application

Name and explore a range of everyday products and begin to talk about how they are used

Explore, build and play with a range of resources and construction kits with wheels and axles

Construct simple structures and models using a range of materials