

Year R Curriculum Overview

Topic	All About Me (Autumn Term)	Traditional Tales and Festivals (Spring Term)	Changes Over Time (Summer Term)
Physical Development	<p>Building construction materials. – developing skills of planning and evaluating using tools safely and with increasing control.</p> <p>Learning about a healthy lifestyle. – Through snack time, food tasting, and encouraging children to be active. Fruit, vegetables, exercise</p> <p>Funky fingers. – Children will develop skills in threading, finger painting, fine motor grip and develop gross motor skills through dance and yoga.</p> <p>Practising getting changed for PE. – being able to get changed independently, un do buttons and zips etc. <u>Getting changed into PE clothes</u> Fine and gross motor skills Co-ordination Balance Perception Stereognosis Body scheme – knowing arms from legs and left and right.</p> <p><u>Dance – Ourselves (Aut 2)</u> Explore different movements using different parts of the body.</p> <p>Explore larger scale travelling movements.</p>	<p>Jumping, hopping and balancing skills in PE.</p> <p>Throwing and catching – ball skills.</p> <p>Coordination – making dens, dig pit, obstacle courses.</p> <p>Winter/Spring walks to explore changes over time, using senses, developing understanding of importance of physical activity</p> <p>Exploring ways different animals from Chinese New Year story.</p> <p>Complete PE Scheme: Dance: 'Three Little Pigs' - Nursery Rhymes Gym: Using apparatus – 'High, Low, Under, Over' <u>Dance – Nursery Rhymes (Spr 1)</u> Explore different movements using different parts of the body.</p> <p>Create their own movement ideas relating to specific words.</p> <p>Add movements together to form a sequence.</p> <p>Create simple movement sequences that relate to specific words.</p> <p>Add their movements together to form a sequence.</p>	<p>Making healthy snacks from home grown produce.</p> <p>Complete PE Scheme: Hand and Feet <u>Ball Skills – Feet (Sum 1)</u> <u>Balls Skills – Hands 1</u> Explore what happens when they kick a ball using different parts of their feet.</p> <p>Understand how we control a ball.</p> <p>Learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <p>Develop using our feet to move with a ball.</p> <p>Develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.</p> <p>Explore different ways of using our hands to move with a ball.</p> <p>Explore different ways of pushing a ball.</p> <p>Explore different ways of using our hands to move with a ball.</p> <p>Explore different ways of rolling a ball.</p> <p>Explore different ways of bouncing a ball.</p>

Year R Curriculum Overview

	<p>Respond to words and music using their bodies and props.</p> <p>Create their own movement ideas relating to specific words.</p> <p>Explore different movements using qualities of movement.</p> <p>Learn the meaning of opposites.</p> <p>Explore movements such as creeping, tiptoeing and hiding.</p> <p>PE lessons will focus on developing gross motor skills – running, jumping, hopping etc. Complete PE Scheme: Ourselves</p>	<p>Explore larger scale travelling movements, responding to words or music.</p> <p>Respond to words and music using their bodies.</p> <p>Explore character movements with a partner.</p> <p><u>Locomotion – Walking (Spri 2)</u> <u>Locomotion - Jumping</u></p> <p>Explore walking using different body parts in different directions, at different levels and at different speeds.</p> <p>Explore how we walk using our head, arms and feet, applying an effective walking technique.</p> <p>Explore walking in different pathways and to explore relationships with others.</p> <p>Experience sustained walking following a route and instructions.</p> <p>Explore jumping, in different directions, at different speeds and different levels.</p> <p>Explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.</p> <p>Develop their jumping technique applying it into a game</p> <p>Locomotion – Walking/Jumping</p>	<p>Explore different ways of rolling, pushing and bouncing a ball with a partner.</p> <p>Games for Understanding <u>Attack v Defence - Games for understanding (Sum 2)</u></p> <p>Understand why it is important to take turns when playing a game.</p> <p>Understand why we need to keep the score during a game.</p> <p>Understand why we need to follow the rules during a game.</p> <p>Understand why games have rules and understand the consequences if the rules of the game are not followed.</p> <p>Explore different ways of avoiding a defender.</p> <p>Explore simple principles (evasive skills) to avoid being tagged.</p> <p>Understand what the consequences are if they are tagged in a game.</p> <p>Explore different ways of preventing an attacker from scoring a point.</p> <p>Apply their understanding of attacking and defending, applying it into a competitive game.</p> <p>Building a boat and other transport materials to support gross motor skills.</p> <p>How to keep safe in the Sun. Sun cream, sunburn, dehydration</p>
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Year R Curriculum Overview

		<p>Creating a healthy lunchbox- learning about healthy eating - balanced diet</p> <p>Finger Gym activities – threading, cutting, pencil control, using play dough, marbles etc.</p>	<p>Continuous provision to develop fine motor skills</p> <p>ELG: Gross motor skills</p> <ul style="list-style-type: none">- Negotiate space with safety- Demonstrate strength, balance and coordination when playing- Move energetically in a variety of ways- <p>ELG: Fine motor skills</p> <ul style="list-style-type: none">- Hold a pencil effectively- Use range of small tools- Accuracy and care when drawing
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Year R Curriculum Overview

<p>Communication and Language</p>	<p>Talking about their house and home. – Introduction to Reception, talking about families and home. Developing and understanding of people and communities. Family, home</p> <p>Looking at a variety of texts. – Julia Donaldson (author focus). Retelling stories, discussions, using FANTASTICs. Talking about events e.g Christmas, bonfire, Halloween. – sharing news and experiences in order to be able to talk in past and present tense. Festival. Celebrations, traditions</p> <p>Learning about Christmas and the story of Jesus – developing their knowledge of cultures and traditions. Christianity, Jesus, Nativity</p> <p>Developing Listening and Attention skills – whole-class talk boost, circle times, visual prompts.</p> <p>Developing vocabulary by introducing FANTASTICs</p>	<p>Retelling the story of Chinese New Year.</p> <p>Exploring new vocabulary within lessons and in choosing time – FANTASTICs (Catch It!)</p> <p>Talking about Christmas holidays – sharing news.</p> <p>New Year's resolutions – discussing personal goals for the new year. Discussing the life cycle of animals – chicks, tadpoles, butterflies; and sharing their first hand observations. Egg, frog spawn, cocoon, growth</p> <p>Focusing on Traditional Tales – being able to retell familiar stories with accuracy, discussing characters, settings etc.</p> <p>Circle time opportunities to support speaking and listening.</p>	<p>Retelling a time when you went on holiday – using past tense. Talking about a holiday you will be going on – using future tense.</p> <p>Exploring different holidays and making comparisons about them – extending vocabulary.</p> <p>Talking about People who help us and what they would like to be when they grow up. Community, jobs Focusing on narratives and storytelling opportunities through role-play activities.</p> <p>Extending verbal sentences using connectives – and, because, but, so etc.</p> <p>Problem solving activities to develop explanations and verbalising their thoughts.</p> <p>Exploring non-fiction books relating to their interests/topics Non-fiction, facts, information texts</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Responding to questions - Participate in whole class discussions - Ask questions and make comments - Engaged conversations with others <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and 1:1 discussion - Use new vocab - Give explanations - Express ideas and feelings using full sentences
<p>PSED</p>	<p>Settling into school. – Children to be happy in their environment using a variety of visual resources. Establishing friendships.</p>	<p>Looking at the rights of Refuge children and comparing it to our own. Refugee</p>	<p>Working together to plan a holiday. – What will you need? How will you travel? Who will you go with? What will you need to take? – writing lists.</p> <p>What do they need to pack for a holiday – suitcase</p>

Year R Curriculum Overview

	<p>'Giraffes can't dance' – talking about our abilities. – Developing uniqueness and understanding of goals. Achievements, goals</p> <p>Colour Monster – Exploring feelings and emotions Happy, sad, angry, worried</p> <p>PSED weekly focus – how to be a good friend, sharing, behaviour expectations, and emotions. – Children will develop the skills of self-regulation.</p> <p>Looking at our rights and the rights of others. – Weekly right lessons in order to develop knowledge and understanding of our five key rights (food, water, play, shelter and family).</p> <p>Anti-Bullying Week Road Safety – how to keep ourselves safe. Proud to Be Day – we are all special!</p> <p>Managing Personal Hygiene – hand washing, germs, healthy eating, exercise</p> <p>Key skills- Can they show an understanding of why we have rules within our circle time and classroom? Do they understand how to give and receive a compliment? Can they describe themselves and positive terms and talk about abilities?</p>	<p>Discussing diversity- what are our similarities and differences. What makes us unique? Being different is good etc.</p> <p>Talking about the right to love, linking to Valentine's Day – talking about the people who love us, how we show love etc.</p> <p>Learning how to compromise with our peers in order to develop friendly relationships.</p> <p>Problem solving and team work – stop and think.</p> <p>Safer Internet Day – keeping safe online, stranger danger</p> <p>Exploring the perspectives of others</p> <p>Exploring sensible amounts of 'screen time'</p> <p>Looking after our bodies – healthy eating, cleaning teeth etc.</p> <p>Key skills- Can they show an understanding of why we have rules within our circle time and classroom? Do they understand how to give and receive a compliment? Can they describe themselves and positive terms and talk about abilities? Can they concentrate and listen effectively during group activities and class circle times? Can they respond appropriately during group/class discussions? Do they get involved and participate in circle time? Are they aware of their own basic feelings, and are they able to manage/respond to them appropriately? Are they aware of the feelings of others and able to behave appropriately?</p>	<p>Personal goals ready for year one – transitioning. Looking at the changes we have made this year.</p> <p>Problem solving, conflict, kind friend etc.</p> <p>Continued circle time activities to discuss PSED topics</p> <p>ELG: Self-regulation</p> <ul style="list-style-type: none"> - Understanding own feelings and those of others - Regulate behaviour accordingly - Wait for what they want and control immediate impulses - Give focused attention and follow multi-step instructions <p>ELG: Managing self</p> <ul style="list-style-type: none"> - Confident to try new activities and independence - Explain reasons for rules, know right from wrong - Manage basic hygiene - Understand healthy food choices <p>ELG: building relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns - Positive attachments to others - Show sensitivity to own and others needs <p>Key skills- Can they show an understanding of why we have rules within our circle time and classroom? Do they understand how to give and receive a compliment? Can they describe themselves and positive terms and talk about abilities? Can they concentrate and listen effectively during group activities and class circle times? Can they respond appropriately during group/class discussions? Do they get involved and participate in circle time?</p>
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Year R Curriculum Overview

	<p>Can they concentrate and listen effectively during group activities and class circle times?</p> <p>Can they respond appropriately during group/class discussions?</p> <p>Do they get involved and participate in circle time?</p> <p>Are they aware of their own basic feelings, and are they able to manage/respond to them appropriately?</p> <p>Are they aware of the feelings of others and able to behave appropriately?</p> <p>Greater Depth ~</p> <p>Can they apply their knowledge of rules to the wider school community?</p> <p>Do they understand the importance of giving and receiving a compliment and the impact it can have to someone's feelings?</p> <p>Are they aware that it is ok to have a range of feelings?</p>	<p>Greater Depth ~</p> <p>Can they apply their knowledge of rules to the wider school community?</p> <p>Do they understand the importance of giving and receiving a compliment and the impact it can have to someone's feelings?</p> <p>Are they aware that it is ok to have a range of feelings?</p>	<p>Are they aware of their own basic feelings, and are they able to manage/respond to them appropriately?</p> <p>Are they aware of the feelings of others and able to behave appropriately?</p> <p>Greater Depth ~</p> <p>Can they apply their knowledge of rules to the wider school community?</p> <p>Do they understand the importance of giving and receiving a compliment and the impact it can have to someone's feelings?</p> <p>Are they aware that it is ok to have a range of feelings?</p>
Literacy	<p>Looking at a range of different stories by Julia Donaldson; skills developed through these texts will be: sequencing, understanding rhyme and begin to retell familiar stories. Author, character, setting, rhyme</p> <p>Daily phonic lessons. – All children will be taught the 42 phonic sounds and will develop their skills in segmenting and blending. Children will begin to use their phonics to write simple words.</p> <p>Using 'Fantastics' to support new vocabulary and sentence structure</p> <p>Recognise lenses</p>	<p>Exploring non-fiction books to find out specific information relating to life cycles and growth. Non-fiction, facts, information</p> <p>Reading the story of Chinese New Year and being able to retell the main events.</p> <p>Traditional tales – Goldilocks, three Billy Goats, Jack and the Beanstalk, Little Red Riding Hood, The Gingerbread Man. – Features of these texts and character descriptions.</p> <p>Ordering alphabet and learning the letter names – begin to write lowercase and uppercase letters</p> <p>Alphabet, letter sound, letter name</p>	<p>Exploring a range of texts – exploring different features of writing</p> <p>Story, list, letter</p> <p>Looking at different postcards. Creating a postcard of your dream holiday.</p> <p>Non-fiction texts – looking at key features. Fact, information</p> <p>Children to be confident writing simple sentences, applying phonic knowledge. Using a capital letter and full stop.</p> <p>Re-reading their writing to check it makes sense.</p> <p>Children to be familiar with key high frequency words – tricky words/read and go words.</p>

Year R Curriculum Overview

	<p>Children will develop mark-making skills and explore letter formation.</p>	<p>Phonics – recap digraphs, Focus on CVC word writing and beginning to write simple sentences. Developing confidence with tricky words.</p> <p>Digital Literacy - Looking at how information can also be found from the computers. – Children will be taught the parts of a computer (monitor, mouse, keyboard) and the purpose of using a computer. – begin to develop the skills are logging on and off.</p>	<p>ELG: comprehension</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them: re-tell stories - Use new vocab - Anticipate key events in stories <p>ELG: word reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs - Segment and blend words - Read simple sentences including some common exception words <p>ELG: Writing</p> <ul style="list-style-type: none"> - Write recognisable letters – most formed correctly - Spell words by identifying sounds in them - Write simple phrases and sentences
Mathematics	<p>Recognising numbers to 10 – skills of being able to order independently, understanding of representing numbers to 10 using objects, numicon, numerals etc.</p> <p>Patterns – developed skills of being able to create a 2 coloured or 3 coloured repeating pattern.</p> <p>Exploring 2D shapes and their properties Circle, square, triangle, rectangle</p> <p>Children to explore ‘more than’ and ‘less than’ when comparing sets of objects</p> <p>Begin to subitise to 5</p> <p>Positional language – children show understanding of positions within their</p>	<p>Revisit previous topics to ensure secure knowledge and understanding</p> <p>Explore counting to 20 and beyond – looking at patterns in numbers</p> <p>Composition of numbers to 10 – partitioning</p> <p>Ordinal numbers – Chinese story and races. First, second, third</p> <p>Number bonds to 5; some number bonds to 10</p> <p>Explore using shapes to create patterns - Select, rotate and manipulate shapes to develop spatial reasoning skills – using tangrams, jigsaw puzzles</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can - through printing or shadow play.</p>	<p>Doubling and halving with numbers to 10</p> <p>Explore patterns in numbers – odds/evens</p> <p>Ensure children are secure with previously taught topics and skills</p> <p>Explore basic 3D shapes – cube, cuboid, sphere, cylinder</p> <p>Measuring time by looking at the seasons in the story by Eric Carle, and other time measurements in his stories day, week, month, year</p> <p>Begin to move from the concrete to the pictorial approach in some areas.</p> <p>Explore simple addition and subtraction number problems to 10 Add, take away, number sentence</p>

Year R Curriculum Overview

	<p>environment and can use the vocabulary relating. Under, on top, behind, in front, next to</p> <p>Exploring one more/one less to 10 More, less, amount</p>	<p>Compare length, weight and capacity. Long, short, heavy, light, empty, full</p>	<p>ELG: number</p> <ul style="list-style-type: none"> - Deep understanding of number to 10 - Subitise up to 5 - Recall number bonds up to 5 and some number bonds to 10 including double facts - <p>ELG: numerical patterns</p> <ul style="list-style-type: none"> - Verbally count beyond 20 - Compare quantities up to 10 in different contexts – one more/one less, greater than/less than - Explore and represent patterns within numbers up to 10 – even/odd, doubling/sharing
<p>Understanding of the World</p>	<p>R.E</p> <ul style="list-style-type: none"> • Learning about Christmas and the story of Jesus – developing knowledge of cultures and traditions. • Exploring Christmas and how different people celebrate it – making comparisons and linking to our rights. • Exploring the festival of Diwali <p>History – Changes to Kingswinford Town, Kingswinford, England Can they talk about past and present events in their own lives and in the lives of family members?</p> <p>Black History Month ‘Proud to Be’ – Focus on Differences and Diversity <i>Texts: ‘It’s Okay to be Different’ ‘The Skin you live in’</i></p> <ul style="list-style-type: none"> • Science: Learning about the human body – developing the 	<p>R.E</p> <ul style="list-style-type: none"> • Looking at the festival of Chinese New Year • Exploring cultural differences between China and our own lives • Chinese Food Tasting – using our senses, sharing our opinions • Easter celebrations – learning about religious traditions, comparing to other countries and how they celebrate <p>Geography: Exploring the country of China, location, weather etc, Global Goals</p> <p>Knowledge Asia</p> <p>Do children know about similarities and differences in relation to places, objects, material and living things? Can they talk about the features of their own immediate environment and how environments might vary from one another?</p>	<p>R.E <i>Covered throughout the year during circle time, PSED and general day-to-day activities:</i></p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Mutual Respect • Tolerance of Different Faith and Beliefs (particularly Diwali, Christmas, Chinese New Year) <ul style="list-style-type: none"> • Science: Exploring changes seeds make to grow into plants. • Buds, leaves, flower • Exploring animal life cycles. – butterflies. • Caterpillar, cocoon, • Looking at all four seasons and comparing the differences. • Science - floating and sinking. • Heavy, light, materials • Changes of matter – freezing/melting • Melt, freeze, solid, liquid

Year R Curriculum Overview

	<p>skills of using senses and understanding of the different body parts and their purposes.</p> <ul style="list-style-type: none"> • Head, shoulders, knees, toes • Sight, hearing, taste, smell, touch <ul style="list-style-type: none"> • Seasons – autumn walks to explore the current seasonal changes and how these will differ in seasons. Children will observe the changes in their environment. • Leaves, hibernation, environment <p>Investigating own house and home. – teaching the differences and similarities between children.</p> <p>Geography: Exploring maps and our place in the world, where we live. Introducing Global Goals</p> <p>Global Goals - 3 – Good health and well being</p> <p>Knowledge Earth, maps</p> <p>Do children know about similarities and differences in relation to places, objects, material and living things? Can they talk about the features of their own immediate environment and how environments might vary from one another?</p> <ul style="list-style-type: none"> • RRSA: Introducing Key Rights • Food, Water, Shelter, Family, Play 	<ul style="list-style-type: none"> • Computing – how to log on and log off; parts of a computer, purpose of internet • Bee-bots – programming and coding • Computer, internet, research <ul style="list-style-type: none"> • Science: Bean planting – what a plant needs to grow, changes over time, care for living things etc. • Seed, sprouting, roots, stem • Learning about spring – minibeasts, new life, life cycles, seasonal changes • Growth, blossom, life cycle • Waterproof materials. • Key material names, experiments <ul style="list-style-type: none"> • History – old toys/new toys – changes over time Past, present Do they know about similarities and differences between themselves and others, and among families, communities and traditions? <ul style="list-style-type: none"> • RRSA – refugees (safe environments). • Refugee, safety 	<p>Geography: Exploring climates in different countries. Global Goals Exploring the similarities and differences between UK and Africa (Linking to Handa's Surprise) Exploring contrasting environments – hot/cold, jungles, under the sea etc. Link to Literacy focus and role-play areas Recounting a holiday you have been on.</p> <ul style="list-style-type: none"> • Computing – purple mash tasks • Video, program, <p>History – Exploring changes at the seaside/Where people go on holidays nowadays Seaside, coast, Blackpool, Victorian</p> <ul style="list-style-type: none"> • RRSA: Comparing environments, campaign work <p>ELG: Past and present</p> <ul style="list-style-type: none"> - Talk about lives of people around them - Know some similarities and differences in the past and now - Understand the past through stories - <p>ELG: people, culture and communities</p> <ul style="list-style-type: none"> - Describe their immediate environment through observation and discussion, story, text and maps. - Know some similarities and differences between religious and cultural communities - Explain some similarities and differences between life in this country and in other countries <p>ELG: the natural world</p> <ul style="list-style-type: none"> - Make observations and drawing pictures of animals and plants
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Year R Curriculum Overview

			<ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments - Understand changes in the natural world around them - seasons, changes states of matter <p>Global Goals - 13 – Climate Action Knowledge Climate, weather United Kingdom, Kenya, Africa Environment, world.</p>
Expressive Arts and Design	<p>Art: ALL ABOUT ME – painted face. – developing the skills of using a paint brush and how to hold correctly. Being able to paint what they can see. <i>Identity, unique</i> Looked at a variety of materials/tools and how to use these safely - weekly lessons of how to use and apply creative skills such as; cutting, sticking and joining materials. <i>Can children use what they have learnt about media and materials in original ways, thinking about uses and purposes?</i></p> <p>Exploring colour mixing – children to develop the skills in how colours are created. <i>Primary colours</i> Make a puppet = finger puppet of a Julia Donaldson character Making Christmas cards using different materials. – Children will</p>	<p>Art: Retelling the story of Chinese New Year using masks. Using media and materials to create the different animals. Making a Chinese dragon – using tools, constructing with a purpose in mind Different textures – salt painting, using different materials/media <i>Smooth, rough, soft</i> Mother's day and Easter cards – careful drawing, choosing colours for a purpose, selecting appropriate resources etc.</p> <ul style="list-style-type: none"> • DT: Pancake day – make pancakes; learning about recipes, weighing out ingredients, food safety • Easter nests cakes = melting chocolate, using a recipe, food hygiene • Music: Exploring music – making a shaker. Using senses – listening skills. <p>Music: Charanga Units: Everyone and Our World.</p>	<p>Art: Look at changing media and materials – melting, freezing, and mixing sand and paint. Exploring different artists and painting styles <i>Artist, art gallery</i> Explaining the process of what they have created – evaluating skills</p> <p>Retelling a story using movement, dance and instruments together as a group.</p> <ul style="list-style-type: none"> • DT: Building boats – floating and sinking, linking to science. • Healthy Wraps • Fruit Kebabs • Healthy, fruit, vegetables • Music – exploring instruments. Continue using Charanga – developing rhythm • Drum, guitar, tambourine <p>Developing imaginative play through the role-play area.</p> <p>ELG: Creating with materials</p>

Year R Curriculum Overview

	<p>develop the skills to create for a purpose.</p> <ul style="list-style-type: none">• DT: Using junk modelling to create houses.• Making Christmas Shortbreads• Recipe, sieving, weighing <p>Music: Charanga Units: Me! and My stories. Christmas songs</p>		<ul style="list-style-type: none">- Safely use and explore a variety of materials- Experiment with colour- Share creations and explain process- Make use of props and materials during role play. <p>ELG: being imaginative and expressive</p> <ul style="list-style-type: none">- Invent, adapt and recount narratives and stories- Sing a range of well-known nursery rhymes and songs- Perform songs etc.- Move in time with music <p>Music: Charanga Units: Big Bear Funk and Reflect, Rewind and Replay.</p>	
<p>Music - Skills and knowledge are used, applied and built on across the units.</p>	<p>Key skills and knowledge Listen and Respond To know some nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Key skills and knowledge Explore and Create To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Copy basic rhythm patterns of single words, building to short phrases from the song/s. Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p>	<p>Key skills and knowledge Singing To sing or rap nursery rhymes and simple songs from memory. Songs have sections. To sing along with a pre-recorded song and add actions. To sing along with the backing track.</p>	<p>Key skills and knowledge Share and Perform A performance is sharing music. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.</p>

Year R Curriculum Overview

Continuous Provision	<p>Personal, Social and Emotional Development: Circle Time. Behaviour chart (reward and sanctions). Class Charts – class rules. Discussion of Opinions Board.</p> <p>Physical Development: Washing hands. Fruit and milk (healthy choices). Outdoor environment open to extend gross-motor skills. Funky Fingers. Construction materials available in CI learning,</p> <p>Communication and Language: Circle Time daily. Talking partners. Group work in CI learning and focus activities.</p> <p>Literacy: Daily Phonics, Guided Reading, Learning to Read book to take home. Books to explore CI learning. Various writing materials available CI learning. Weekly Literacy challenges. Writing area/Reading area</p> <p>Maths: Counting during register (addition and subtraction). Counting and number songs during circle time. Numbers activities to complete in CI learning. Various measuring materials available in CI learning. Maths challenges weekly. Maths area in classroom.</p> <p>Understanding of the World: Talking about home during circle time. Blanford Bear's diary. Mathletics. Technology materials available in role play area (cash till, torches etc.). Outdoor environment open in CI learning to investigate natural materials. Investigation table inside with seasonal or topic-based materials. Curiosity Cube.</p> <p>Expressive Arts and Design: Various mark making materials available in CI learning (play dough, paint etc.). Role Play areas (topic-based). Instruments available in CI learning. Making art using materials in the environment (mainly seasonal materials). Creativity Area in classroom.</p>
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