
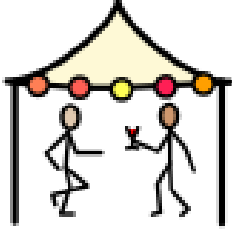

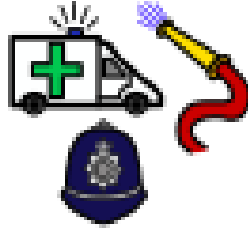




**Ben Jonson Primary School
Year R Curriculum Overview**



	Autumn Term		Spring Term		Summer Term	
Topic						
	All About Me	Festivals and Celebrations	Animals and Dinosaurs	People Who Help Us	Journeys	Transition
Possible Trip/Enrichment	Local area walk	Church visit	Farm	Invite people in to school to talk about their jobs	Cutty Sark	Thames Barrier Park/ Victoria Park
Launch/Wow	Children's photos and artwork displayed for when they start	Tiger Who Came to Tea Party (build up to this through the week)	Dinosaur footprints/ T-rex in classroom video	Dress up day- what do you want to be when you grow up?	Route maps chalked on playground for children to follow to get to their classrooms	Beanstalk and giant's clothes on washing line outside
Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs • Learn new vocabulary • Use new vocabulary throughout the day • Learn rhymes, poems and songs 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Understand 'why' questions • Use a wide range of vocabulary • Engage in story time • Listen and talk about stories to build familiarity and understanding 	<ul style="list-style-type: none"> • Knows many rhymes, be able to talk about familiar books and be able to tell a long story • Engage in non-fiction books • Use new vocabulary in different contexts • Use talk to organise themselves and their play 	<ul style="list-style-type: none"> • Ask questions to find out more and to check that they understand what has been said to them • Connect one idea or action to another using a range of connectives • Be able to express a point of view and to debate when they disagree with an adult or friend, using 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well formed sentences. • Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen • Listen to and talk about selected non-fiction to develop a deep familiarity with 	<ul style="list-style-type: none"> • Describe events in some detail • Retell the story once they have developed a deep familiarity with the text some as exact repetition and some in their own words

				words as well as actions	new knowledge and vocabulary	
Personal, social and emotional development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed • Become more outgoing with unfamiliar people • Show more confidence in new social situations <p>Circle times (Being me in my world) -Actions and emotions: zones of regulation -Expected and not expected behaviours</p>	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas • Increasingly follow rules • Identify and moderate their own feelings socially and emotionally • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' <p>Circle times (Celebrating difference) -What am I good at? -Anti-bullying week -We are all different and special -Different families -What makes a good friend?</p>	<ul style="list-style-type: none"> • Find solutions to conflicts and rivalries. • Talk with others to solve conflicts • Understand gradually how others might be feeling • Be increasingly independent in meeting their own care needs <p>Circle times (Dreams and goals) -Challenges in our learning -Obstacles and support -What I need to do now for my future -Not giving up -Keeping fit and healthy</p>	<ul style="list-style-type: none"> • Remember rules without needing an adult to remind them • Express their feelings • Make healthy choices about food, drink and activity • Show resilience and perseverance in the face of challenge <p>Circle times (Healthy me) -Sport and exercise -Healthy and unhealthy food -Sleep and bedtime routines -Washing hands and germs - Professions and occupations -Proud to be me</p>	<ul style="list-style-type: none"> • Build constructive and respectful relationships • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge • Know and talk about the different factors that support their overall health and wellbeing <p>Circle times (Relationships) -Hobbies -Mental health awareness -Taking things from others -Would you rather? Discussion and persuasion lesson</p>	<ul style="list-style-type: none"> • Build constructive and respectful relationships • Express their feelings and consider the feelings of others • Identify and moderate their own feelings socially and emotionally • Manage their own needs <p>Circle times (Changing me) -Fun and fears -What have you achieved this year? -What have you enjoyed his year?</p>
Physical development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooter, trikes and bikes) and ball skills • Skip, hop, stand on one leg and hold a pose for a game like musical statues 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing 	<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Progress towards a more fluent style of moving, with 	<ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Develop their small motor skills so that they can use a range 	<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop the foundations of a handwriting style 	<ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball • Develop the foundations of a handwriting style

	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example making snips in paper with scissors • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips 	<ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Choose the right resources to carry out their own plan. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>developing control and grace.</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently 	<p>of tools competently</p>	<p>which is fast, accurate and efficient</p> <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: Lining up and queueing, mealtimes, etc 	<p>which is fast, accurate and efficient.</p>
Literacy- Reading	<ul style="list-style-type: none"> • Start learning to read a few high frequency words <p>Shared reading books My history Cat and Mouse Toot, toot Cat on the mat</p>	<ul style="list-style-type: none"> • Know all of the Read Write Inc. set 1 sounds • Continue learning to read the high frequency words • Understand some of the key concepts about print: <ul style="list-style-type: none"> - print has meaning - we read English text from left to right - page sequencing <p>Shared reading books Mrs Wishy – Washy Making faces Fancy dress The Headache Shopping The Farm Concert I love animals</p>	<ul style="list-style-type: none"> • Shared guided reading in groups • Continue learning to read the high frequency words • Blend sounds into words, so children can read short words • Understand some of the key concepts about print: <ul style="list-style-type: none"> - print has meaning - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Shared reading books Wishy- Washy day</p>	<ul style="list-style-type: none"> • Shared guided reading in groups • Continue learning to read the high frequency words • Know all of the Read Write Inc. set 1 special friends • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences • Understand some of the key concepts about print: <ul style="list-style-type: none"> - print has meaning - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<ul style="list-style-type: none"> • Shared guided reading in groups • Read simple sentences and books that are consistent with their phonic knowledge • Re-read books to build up their confidence in word reading, fluency and their understanding and enjoyment • Understand some of the key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<ul style="list-style-type: none"> • Shared guided reading in groups • Know all of the Read Write Inc. set 2 sounds • Read simple sentences and books that are consistent with their phonic knowledge • Re-read books to build up their confidence in word reading, fluency and their understanding and enjoyment <p>Shared reading books Traditional tales Goldilocks and the three bears The three little pigs The Gingerbread man Little red riding hood The three Billy goats gruff Jack and the beanstalk</p>

			<p>The Jigree Grandpa, Grandpa The Monsters' Party To town</p>	<p>Shared reading books Meanies Yes Ma'am Who will be my mother Smarty Pants Splishy-Splishy The Hungry Giants Soup</p>	<p>Shared reading books Dan the flying man The go-kart Biff's Aeroplane Kipper's laces The Scrubbing Machine</p>	
<p>Literacy- Writing</p>	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing • Write some or all of their name <p>Writing opportunities Name writing Initial sounds Labels Simple sentences about experiences</p> <p>Shared writing – adult led Think it (child input) Say it x3 (child involved) Write it (adult model) Re-read it (adult model) Does it make sense? (adult model)</p>	<ul style="list-style-type: none"> • Write some or all of their name • Write some letters accurately <p>Writing opportunities List Invitations Cards Simple sentences about experiences</p> <p>Shared writing – adult led Think it (child input) Say it x3 (child involved) Write it (child involved – phonics/ HFW) Re-read it (adult model) Does it make sense? (adult model)</p>	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sounds with letters <p>Writing opportunities Captions Sentences Animal descriptions</p> <p>Shared writing – adult led Think it (child input) Say it x3 (child involved) Write it (child involved – phonics/ HFW) Re-read it (adult model) Does it make sense? (adult model)</p>	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sounds with letters <p>Writing opportunities Mother's Day card Instructions Recount</p> <p>Shared writing – adult/ child shared Think it (child input) Say it x3 (child involved) Write it (child input) Re-read it (adult model) Does it make sense? (adult model)</p> <p>Guided writing – linked to guided reading groups</p>	<ul style="list-style-type: none"> • Write short sentences with words with known sound-letter correspondence using a capital and full stop • Re-read what they have written to check that it makes sense <p>Writing opportunities Father's Day card Thank you cards Postcards/letters</p> <p>Shared writing – adult/ child shared Think it (child input) Say it x3 (child involved) Write it (child input) Re-read it (child led) Does it make sense? (adult model)</p> <p>Guided writing – linked to guided reading groups</p>	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Write short sentences with words with known sound-letter correspondence using a capital and full stop • Re-read what they have written to check that it makes sense <p>Writing opportunities Poster Character Description Stories Recount</p> <p>Independent writing – child led Think it (child input) Say it x3 (child involved) Write it (child input) Re-read it (child led) Does it make sense? (child led)</p>

						Guided writing – linked to guided reading groups Whole class literacy lessons: Shared writing
Maths	<ul style="list-style-type: none"> • Songs and rhymes • Calendar • Routines • How many children are in class today? • Match and sort • Compare amounts • Compare size, mass and capacity • Exploring pattern 	<ul style="list-style-type: none"> • Representing 1,2 and 3 • Comparing 1,2 and 2 • Composition of 1,2 and 3 • Circles and triangles • Positional language • Representing numbers to 5 • One more or less • Shapes with 4 sides • Time 	<ul style="list-style-type: none"> • Introducing zero • Comparing numbers to 5 • Composition of 4 and 5 • Compare mass • Compare capacity • 6,7 and 8 • Combining two amounts • Making pairs • Length and height • Time 	<ul style="list-style-type: none"> • Counting to 9 and 10 • Comparing numbers to 10 • Bonds to 10 • 3D shapes • Spatial awareness • Patterns 	<ul style="list-style-type: none"> • Build numbers beyond 10 • Count patterns beyond 10 • Spatial reasoning • Match, rotate, manipulate • Adding more • Taking away • Spatial reasoning • Visualise and build 	<ul style="list-style-type: none"> • Doubling • Sharing and grouping • Even and odd • Spatial reasoning • Visualise and build • Deepening understanding • Patterns and relationships • Spatial mapping • Mapping
Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life story and family history • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Begin to understand the need to respect and care for the natural environment and all living things • Understand the effect of changing seasons on the natural world around them (Autumn) 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Continue to develop positive attitudes about the differences between people • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Recognise some environments that are different from the one in which they live • Comment on images of familiar situations in the past • Understand the effect of changing seasons on the natural world around them (Winter) • Explore the natural world around them • Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past • Understand the effect of changing seasons on the natural world around them (Spring) • Understand that some places are important to members of the community 	<ul style="list-style-type: none"> • Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries • Compare and contrast characters from stories, including figures from the past • Explore the natural world around them 	<ul style="list-style-type: none"> • Use talk to explain how things work and why they might happen • Understand the effect of changing seasons on the natural world around them (Summer)

		<ul style="list-style-type: none"> • Explore the natural world around them • Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> • Use talk to explain how things work and why they might happen 			
Expressive Art and Design	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour mixing. 	<ul style="list-style-type: none"> • Create their own songs or improvise a song around one they know. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses • Develop storylines in their pretend play. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Develop storylines in their pretend play. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills
Music	<p>Singing playground</p> <p><u>Songs</u></p> <ul style="list-style-type: none"> • Say hello • Hot potato • Higgeldy Piggeldy • Wake up • 1234555 	<p>Nativity play repertoire</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody • Follow instructions on how and when to sing and combine with actions 	<p>Percussion and singing</p> <p><u>Songs</u></p> <p>Loud and Quiet</p> <p>Grandpa's Strolling (slow and fast)</p>	<p>Graphic scores</p> <p>Metallophones</p> <p><u>Songs</u></p> <p>Little Bird</p> <p>Little Fly</p> <p>Caterpillar</p>	<p>Recorders and Ukuleles</p> <p><u>Recorder songs</u></p> <p>Little Bird</p> <p>Little Fly</p> <p><u>Ukulele songs</u></p> <p>My Dog has Fleas</p>	<p>Singing playground</p> <p><u>Songs</u></p> <p>Kumala Vista</p> <p>The Do Be Do song</p> <p>Hello everybody</p>

	<ul style="list-style-type: none"> • Take part in singing, accurately, following the melody • Follow instructions on how and when to sing and combine with actions • Make and control long and short sounds, using voice • Imitate changes in pitch • Clap rhythms 	<ul style="list-style-type: none"> • Make and control long and short sounds, using voice • Imitate changes in pitch • Clap rhythms 	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody and playing an instrument • Follow instructions on how and when to sing and combine with actions and instruments • Make and control long and short sounds, loud and quiet, slow and fast using voice and instruments • Imitate changes in pitch 	<ul style="list-style-type: none"> • Perform melodic songs with instruments • Create short, musical patterns • Create short, rhythmic phases • Use symbols to represent a composition and use them to help with a performance • Identify the beat of a tune • Recognise changes in timbre, dynamics and pitch 	<ul style="list-style-type: none"> • Perform melodic songs with instruments • Identify the beat of a tune • Recognise changes in timbre, dynamics and pitch • Synchronise instrument performance within a small group • Play notes on an instrument with care so that they are clear • Perform with control and awareness of others 	<ul style="list-style-type: none"> • Take part in singing, accurately, following the melody • Follow instructions on how and when to sing and combine with actions • Make and control long and short sounds, using voice • Imitate changes in pitch • Clap rhythms
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