

# Year Group Curriculum Overview

Year R	Autumn 1 (6weeks and 2days)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (7 weeks - across half term)	Summer 2 (5 weeks)
Theme	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	Sharing the Planet	How We Organise Ourselves
Arts Focus	Art and Design	Music	Dance	Photography	Spoken Word	Drama
Big Questions / Statements as starting point	<p><b>What makes me, me?</b> What do I know about myself? How am I special? How am I different to others? How am I the same? As humans we all have the right to be different and we can learn to enjoy our similarities and differences as people.</p> <p><b>Lines of enquiry:</b></p> <ul style="list-style-type: none"> <li>- My characteristics</li> <li>- Personal abilities and our development</li> <li>- Similarities and differences with others</li> <li>- How am I unique?</li> <li>- What's special about my family?</li> </ul>	<p><b>Where am I?</b> Where do I live? What is a home? Where are we? Discover our local area, and our place in time. What makes a home a home?</p> <p><b>Lines of enquiry</b></p> <ul style="list-style-type: none"> <li>- Homes around the world</li> <li>- Materials used for homes</li> <li>- How homes are influenced by different factors.</li> <li>- Christmas/special events</li> <li>- The concept of time (metaphorically and within maths).</li> </ul>	<p><b>How can I express myself?</b> Where will your imagination take you? Can you create a story? We all have the ability to make our own story - what will yours be?</p> <p><b>Lines of enquiry:</b></p> <ul style="list-style-type: none"> <li>- Stories - use of finger puppets, story dice, word maps</li> <li>- 'Paint a story' students to present their stories in different ways - painting as well as drama, music, writing - what else?</li> <li>- Students to begin to</li> </ul>	<p><b>Who owns the sky?</b> What is the sky to you? Are you the owner? What do you want to discover?</p> <p><b>Lines of enquiry:</b></p> <ul style="list-style-type: none"> <li>- 5 senses - focus on 1 sense a week and then consolidate on all 5 for the final week of term.</li> <li>- technology - photography - use of cameras and videos.</li> <li>- <b>viewing the world from different angles.</b> Metaphorically and practically - our view of the world and through different kinds of lens.</li> </ul>	<p><b>What's fair?</b> How our choices impact others.</p> <p><b>Lines of Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Minibeasts</li> <li>- Insects and animals</li> <li>- How can we care for living things?</li> <li>- Respecting the environment</li> <li>- small focus on ocean pollution</li> <li>- Needs of living things</li> <li>- Life cycles</li> <li>- Features and</li> </ul>	<p><b>What can I do?</b> How can we help in the community? What can I do? How can I make a difference?</p> <p><b>Lines of Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Community</li> <li>- Transition</li> <li>- Changes over time - how we change</li> <li>- Planet Earth as a community - links and connections</li> <li>- Community role models - ask for emergency service to come in a visit.</li> <li>- Various religious leaders</li> </ul>

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			<p>identify and <b>develop</b> how our EYFS environment can change/adapt</p> <ul style="list-style-type: none"> <li>- child led.</li> </ul> <p>Students sharing ideas about how we can develop our EYFS - expressing their ideas and opinions.</p>		<p>structure of insects</p> <ul style="list-style-type: none"> <li>- What lives in our garden - how can we encourage minibeasts and how do they help out plants.</li> <li>- Healthy eating - my food choices</li> </ul>	
Desired Action	<ul style="list-style-type: none"> <li>- Self portraits</li> <li>- Anaphora Poem about me - 'I' i.e. I am a human, I am creative</li> <li>- Thought showers about personal abilities</li> <li>- same/difference - activities could include ... (see below - red font linked to the topic)</li> </ul>	<ul style="list-style-type: none"> <li>- STEM opportunities - Students to build houses using cardboard boxes. Different size boxes, masking tape. Once built, students can climb in the houses and explore the different designs. Enhance with building and scaling/measurement tools.</li> <li>-</li> </ul>				

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	Students can speak (CLL) confidently about who they are, as well as speaking and being able to identify either some key interests or activities they are good at. Finally, students will be able to express this either through writing (W) or an art (EAD).	Students have gained an idea of who they are from Aut term 1, can now build on this in Aut 2, thinking more about where they are and when. Students will have a deepened understanding of time (metaphorically) and also within maths (M). Students also have multiple opportunities to have explored and designed an outcome (EAD).	Students beginning to take more ownership of who they are, expressing their ideas through multiple ways. Students have developed confidence in who they are, and how they may demonstrate this.	Students to begin to develop more of an understanding of our current planet Earth - the beauty and power of discovery.	Students to begin to understand how their choices impact their own self, and others as well as the planet. Students begin to understand the sense of responsibility and witnessing growth - both physically (plant growing) and within who they are as young minds.	Students begin to understand how their choices (link from last term) and sense of responsibility add to the community, and make a difference.
<b>Provisions -</b>	<p><b>Outdoors:</b></p> <ul style="list-style-type: none"> <li>- Water play area</li> <li>- Sand pit</li> <li>- Large scale wooden blocks - construction</li> <li>- Writing area - <b>enhanced provision- write one thing I know I like about learning outside</b></li> <li>- Mud kitchen</li> <li>- PD - what can I physically do?</li> </ul> <p><b>First 2 weeks: Leave outdoors as it is, to support students with learning how to use and look after the equipment - reception</b></p>	<p><b>Outdoors:</b></p> <ul style="list-style-type: none"> <li>- Water play area</li> <li>- <b>Sand pit - prehistoric.</b></li> <li>- <b>Large scale wooden blocks - construction (homes, buildings).</b></li> <li>- Writing area</li> <li>- Mud kitchen</li> </ul> <p><b>Indoors:</b></p> <ul style="list-style-type: none"> <li>- <b>Water Tray - dreamworld,</b></li> <li>- Construction</li> <li>- Investigation/ Problem Solving</li> <li>- Small World</li> <li>- Writing</li> </ul>	<p><b>Outdoors:</b></p> <ul style="list-style-type: none"> <li>- Water play area</li> <li>- Sand pit</li> <li>- Large scale wooden blocks - construction</li> <li>- Writing area</li> <li>- Mud kitchen</li> </ul> <p><b>Indoors:</b></p> <ul style="list-style-type: none"> <li>- <b>Water Tray - using colour in water - expression of colour.</b></li> <li>- <b>Construction and junk modelling- designing and adapting out early years</b></li> </ul>	<p><b>Outdoors:</b></p> <ul style="list-style-type: none"> <li>- Water play area</li> <li>- Sand pit</li> <li>- Large scale wooden blocks - construction</li> <li>- Writing area</li> <li>- Mud kitchen</li> </ul> <p><b>Indoors:</b></p> <ul style="list-style-type: none"> <li>- <b>Water Tray - the ocean, senses mystery.</b></li> <li>- <b>Construction - buildings for the future.</b></li> <li>- <b>Investigation/ Problem Solving - use of microscopes and the lens</b></li> </ul>	<p><b>Outdoors:</b></p> <ul style="list-style-type: none"> <li>- Water play area</li> <li>- <b>Sand pit - add in plastic insects</b></li> <li>- <b>Large scale wooden blocks/construction - make a minibeast hotel.</b></li> <li>- <b>Writing area - minibeaasts focus.</b></li> <li>- <b>Mud kitchen - insect soup (pretend!)</b></li> </ul>	<p><b>Outdoors:</b></p> <ul style="list-style-type: none"> <li>- Water play area</li> <li>- Sand pit</li> <li>- Large scale wooden blocks - construction</li> <li>- Writing area</li> <li>- Mud kitchen</li> </ul> <p><b>Indoors:</b></p> <ul style="list-style-type: none"> <li>- Water Tray</li> <li>- Construction</li> <li>- Investigation/ Problem Solving</li> <li>- Small World</li> <li>- Writing</li> <li>- Fine Motor</li> <li>- Maths</li> <li>- Creative</li> <li>- <b>Role play - emergency services (doctors to fire station)</b></li> </ul>

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can model to new nursery students.

Indoors:

- [Water Tray](#) - photos and names of each student with their name on the back, they have to find their photo and identify their name - match the two!
- [Construction](#) - build a building that .... You would want to live in.
- [Investigation/ Problem Solving](#) - curiosity cube
- [Small World](#) - dolls house and fire station.
- [Writing](#) - name writing, writing characteristics/interests I know I have, poetry
- [Fine Motor](#)
- [Maths](#) - number, ordinal number - birthday
- [Creative](#) - self - portraits, if you were an .....

- Fine Motor
- [Maths](#) - time, measurement
- [Creative](#) - dreamworld, concept of time, music sounds

On topic books (not a key text, but to have available for students to read) -  
1) Let's build a House - Mike Manning

- environment (make a plan, design a protocol).
- Investigation/ Problem Solving
- Small World -
- [Writing](#) - story writing, poetry
- Fine Motor - coloured shaving foam
- Maths
- Creative

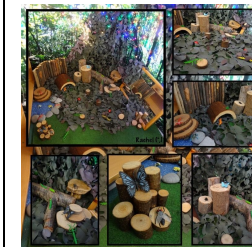
On topic books (not a key text, but to have available for students to read) -

- and walking on different surfaces barefoot, predicting what you are walking on.
- Mystery sensory box and they can write predictions as to what it is.
- [Small World](#) - different Earth habitat weekly. I.e. rainforest, farm, city etc.
- [Writing](#) - pledge to planet Earth
- Fine Motor
- [Maths](#) - big and small, near and far.
- [Creative](#) - Look through the lens - microscopes, looking at things zoomed in and then drawing the zoomed in images.
- [Role play](#) - opticians, doctors, scientists,

- [Planting](#) - growing plants

Indoors:

- [Water Tray](#) - making a bug world/habitat, ocean pollution
- Construction
- Investigation / Problem Solving
- [Small World](#) - Bug world.



- Writing
- Fine Motor
- Maths
- Creative
- [Computer](#) - research insects /animals

On topic books (not a key text, but to have available

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	<p>What would you be? (tree, musical instrument, shoe! etc.)</p> <ul style="list-style-type: none"> <li>- <b>Role play</b> - family/friends, interviews,</li> </ul> <p><b>CLL</b> - questions/discussion between adults/students</p> <ul style="list-style-type: none"> <li>- what do you want to find out about yourself?</li> <li>What do you want to achieve by half term?</li> </ul> <p><b>On topic books (not a key text, but to have available for students to read) -</b></p>			<p>investigators/explorers</p> <ul style="list-style-type: none"> <li>- <b>Technology</b>- Use of cameras/ipads.</li> <li>-</li> </ul> <p><b>On topic books (not a key text, but to have available for students to read) -</b></p>	for students to read) -	
<b>'In class' events</b>	<p>Creating an <b>'what makes me, me?'</b> large scale thought shower and accompanying mood board to hang up in the classroom.</p>	<ul style="list-style-type: none"> <li>- <b>Christmas Nativity</b> (whole school and parents to see)</li> </ul>	<p><b>Class story</b> - represented in a large scale book, plus with a small play production, accompanied with music and art. (parents to see)</p>	<ul style="list-style-type: none"> <li>- <b>Whole class photography project</b> that will be created and shown on a display (for parents to see)</li> </ul>	<p><b>Poetry and pet care project</b> (with help from parents).</p>	<ul style="list-style-type: none"> <li>- <b>Visits from the emergency services and local authority figures</b> - mp, religious figures, shop owners etc.</li> </ul>
<b>Key Texts</b>	<p><b>Anna Hibiscus Song,</b></p> <p><b>Bog Baby</b></p>	<p><b>The Lonely Beast</b> - Chris Judge</p> <p><b>The Pesky Rat</b></p> <p><b>The Emperor of Absurdia</b></p>	<p><b>You Choose</b></p> <p><b>Stanley's Stick</b></p>	<p><b>When the Wind stops</b></p>	<p><b>Very Hungry Caterpillar</b></p> <p><b>Snail Trail</b></p> <p><b>Aaaarrggh, Spider!</b></p> <p><b>The Bad Tempered Ladybird</b></p> <p><b>Wombat Stew</b></p>	



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<b>Educational Visit / Visitors / Community Links</b>	<i>Art gallery Work with artist</i>	<i>Work with vocal coach / musician</i>	<i>Work with IT specialist or specialist artist</i>	<i>Work with a movement director / dancer</i>	<i>Work with a public speaker</i>	<i>Work with peers in another school (Greenside +)</i>
<b>Inside Out Fridays</b>	<i>WS Forest school</i>	<i>WS Forest school WS English</i>	<i>WS Forest school</i>	<i>WS Forest school WS Maths and Music</i>	<i>WS Forest school</i>	<i>GGL Fringe Festival</i>
<b>Overview of EYFSP Content:</b>						
<b>Characteristics of Effective Learning</b>						
<b>Communication and Language</b>						
<b>Physical Development</b>						
<b>Personal, social and emotional development</b>	Initiates conversations and takes into account what others say. Confident to speak about wants and needs.  Can describe themselves in positive		Making relationships - meeting new people.		Feelings emotions - managing anger and being kind to friends	

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	terms and talk about abilities.					
Literacy						
Mathematics		Measurement Time				
Understanding the world	Enjoys joining in with family customs and routines. Knows some things that make them unique and can talk about some of the similarities and differences in relation to friends or family.			Using technology - completes a single program or uses ICT hardware to interact with age appropriate computer software.		Shows interest in different occupations and ways of life.  Develops an understanding of growth, decay and changes over time.
Expressive arts and design	Plays alongside other children engaged in the same theme.  Plays cooperatively to act out a narrative.	Constructs with a purpose in mind. Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using.  Introduces a storyline or narrative into their play.	<b>Builds a repertoire of songs and dances.</b>  <b>Initiates new combinations of movement and gesture to express and respond to feelings, ideas and experiences.</b>  Plays cooperatively to act out a narrative.	Creates simple representation of events, people and objects.  . Plays alongside other children engaged in the same theme,  Plays cooperatively to act out a narrative.	Plays alongside other children engaged in the same theme,  Plays cooperatively to act out a narrative.	Plays alongside other children engaged in the same theme.  Plays cooperatively to act out a narrative.



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