

Primary School Curriculum Framework Overview Year R

Subject area	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<b>Who am I?</b> How do we get there? How do we celebrate?	<b>Where am I?</b> Which material is best? How does it grow?	<b>Where in the world am I?</b> Which animal lives here? Where in the world?
<b>PRIME AREAS</b>	<i>The prime areas are fundamental building blocks for children to develop well. They draw on basic human nature to connect, to play, to move and to love. An enabling environment and positive relationships with others are crucial to developing children's learning and experiences in the three prime areas. (Fisk 2020)</i>		
<b>PSED</b>	<i>With support, select and use activities and resources. Show more confidence in new social situations. Seek help to find solutions to conflicts and rivalries. Begin to manage their own needs. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</i>	<i>Begin to select and use activities and resources independently. Begin to identify and moderate their own feelings socially and emotionally. Increasingly, manage their own needs. Begin to show resilience and perseverance in the face of challenge. Begin to see themselves as a valuable individual. Begin to build constructive and respectful relationships Begin to express their feelings and consider the feelings of others. Begin to think about the perspectives of others.</i>	<i>Select and use activities and resources independently. Identify and moderate their own feelings socially and emotionally. Manage their own needs. Show resilience and perseverance in the face of challenge. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.</i>
<b>Physical Development</b>	<i>Throw a ball to a friend Use a pencil to write, sometimes forming letters accurately. Use scissors to make snips in paper. With support, use one-handed tools with increasing accuracy to paint, dig, alter materials.</i>	<i>Throw and catch a ball to a friend, sometimes catching it back. Use a pencil to write, usually forming letters accurately. Use scissors to cut lines. Use one-handed tools with increasing accuracy to paint, dig, alter materials.</i>	<i>Accurately throw and catch a ball to a friend. Use body in different ways that are appropriate for a task. Ride a scooter. Use a pencil accurately to form letters. Use scissors accurately. Use one-handed tools accurately to paint, dig, alter materials.</i>
<b>Communication and Language</b>	<i>Engage in story times. Introduce good listening Learn new vocabulary Join in with Nursery Rhymes, poems and songs. Connect one idea or action to another using a range of connectives. Engage in non-fiction books.</i>	<i>Listen to and talk about stories to build familiarity and understanding. Use new vocabulary through the day Listen carefully to rhymes and songs, paying attention to how they sound. Describe events in some detail Select non-fiction texts to find out more Ask questions to find out more and to check my understand what has been said to them.</i>	<i>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Articulate my ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i>
<b>SPECIFIC AREAS</b>	<i>The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills.</i>		
<b>Literacy</b>	<b>Phonic Knowledge</b>		
	<i>Learn single letter sounds 25 sounds S a t p l n n m d g o c k c k e u r h b f f i i u l l e s s</i>	<i>Consolidate all previously taught sounds J v w x y z z z qu ch sh th ng j dge v ve w wh cks tch nk</i>	<i>Consolidate all previously taught sounds Ai ee igh y oa oo o oar or ur ou ow oi ear air -er -ue ure ture</i>

<p><i>I can ask and answer questions about simple stories. I can read and write three sound words. I can use initial, middle and end sounds to convey meaning.</i></p>	<p><i>I can ask and answer questions about more complex stories. I can read and write four sound words.</i></p>	<p><i>I can answer questions about a book by finding the answer in the text.</i></p>
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<p><i>I can listen to stories and join in with repeated refrains.</i></p>	<p><i>I can begin to read and blend sounds to read words containing long-vowel sounds. I can read and write simple sentences using phoneme, grapheme knowledge.</i></p>	<p><i>I can read and blend sounds to read words containing long vowel sounds. I can read and write 2 or 3 sentences independently that can be read by an adult. I can use a capital letter and a full stop to demarcate my writing. I can re-read my writing to check that it makes sense.</i></p>
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*Texts to support Termly Theme*

*We're Going On A Bear Hunt – Michael Rosen  
The Little Red Hen  
The Enormous Turnip  
Stick Man  
Fergal is Fuming  
The Nativity Story  
The Colour Monster by Anna Llenas*

*Out there, somewhere it's time to... by Mick Manning and Brita Granstrom  
A Song of Gladness by Michael Morpurgo  
The Hungry Caterpillar by Eric Carle  
The Extraordinary Gardener by Sam Boughton  
Google earth  
Local street maps  
Tiny Seed by Eric Carle*

*Me on the Map  
Rooster's Off to See the World – Eric Carle  
Mr Men, The Great British Tour  
Meet the Planets by Caryl Hart  
We're going on a lion hunt by David Axtel  
Google earth*

*Storytime Favourites*

*Songs, rhymes, and poems*

*Oi Frog By Kes Gray  
The Tiger who came to Tea by Judith Kerr  
Room on the Broom by Julia Donaldson  
Goldilocks and the Three Bears  
Peace at Last by Jill Murphy  
Rosie's Walk  
One Snowy Night by Nick Butterworth  
One Fox by Kate Read*

*Sidney the Silly Who Only Ears 6 by M W Penn  
The Dot by Peter Reynolds  
Simon Sock by Sue Hendra  
We're Going on an Egg Hunt by Martha Mumford*

*Snail Mail by Sharon King-Chan  
Donut Touch! By Seb Davey  
The Smeds and the Smoos by Julia Donaldson  
Naughty Bus by Jan and Jerry Oke  
How Many Legs by Kes Gray and Jim Field  
Hairy McClary by Lynley Dodd*

*Head, Shoulders, Knees and Toes  
There's a Worm at the Bottom of my Garden  
Days of the week  
Happy Birthday  
When Goldilocks Went to the House of the Bears  
The Hello Song*

*Jasper's Beanstalk  
Oliver' Miss Molly had a dolly  
The wheels on the bus  
  
There was an old lady who swallowed a fly  
Hot cross buns*

*Handa's Surprise  
Alice the camel  
Five little men in a flying saucer  
10 in the bed  
Hey diddle, diddle*

	<i>Dingle Dangle Scarecrow</i> <i>Diwali – this is the way we...</i>		
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	<i>Old McDonald Had a Farm</i> <i>Rain, Rain go away!</i>  <i>If you're happy and you know it</i>	<i>Five little speckled frogs</i> <i>Five little snowmen It's rainy, it's pouring I hear thunder!</i> <i>Blow wind, blow</i> <i>Out and About: A First Book of Poems by Shirley Hughes</i>	<i>Itsy, Bitsy spider</i>  <i>Oats, Peas, Beans and Barley Grow</i> <i>The sun has got his hat on!</i>  <i>Out and About: A First Book of Poems by Shirley Hughes</i>
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<i>Mathematics</i>	<i>Curriculum Content</i>		
	<i>Week 1,2,3</i> <i>Getting to Know You</i> <i>Opportunities for settling in, introducing the areas of provision and getting to know the children.</i> <i>Baseline assessments</i> <i>Focus on key times of the day, class routines, exploring Project, where do things belong?</i> <i>Positional language.</i> <i>Weeks 4,5,6</i> <i>Number – Match and sort, Compare amounts</i> <i>Measures, Shape and Spatial Thinking – Compare size, mass and capacity. Exploring pattern.</i> <i>Week 7,8,9</i> <i>Number – Representing 1,2 &amp; 3. Comparing 1,2 &amp; 3. Composition of 1,2 &amp; 3.</i> <i>Measures, Shape and Spatial Thinking – Circles and triangles. Positional language.</i> <i>Week 10.11,12</i> <i>Number – Representing numbers to 5. One more and less.</i> <i>Measures, Shape and Spatial Thinking – Shapes with 4 sides.</i> <i>Time</i>	<i>Week 1,2,3</i> <i>Number – Introducing zero. Comparing numbers to 5.</i> <i>Composition of 4 &amp; 5.</i> <i>Measures, Shape and Spatial Thinking – Compare mass (2)</i> <i>Compare Capacity (2)</i> <i>Weeks 4,5,6</i> <i>Number – 6,7 &amp; 8. Making pairs. Combing 2 groups.</i> <i>Measures, Shape and Spatial Thinking – Length &amp; Height. Time.</i> <i>Week 7,8,9</i> <i>Number – Representing 1,2 &amp; 3. Comparing 1,2 &amp; 3. Composition of 1,2 &amp; 3.</i> <i>Measures, Shape and Spatial Thinking – Circles and triangles. Positional language.</i> <i>Week 10.11,12</i> <i>Number – 9 &amp; 10. Comparing numbers to 10. Bonds to 10.</i> <i>Measures, Shape and Spatial Thinking – 3d-shape. Pattern (2)</i>	<i>Week 1,2,3</i> <i>Number – Building numbers beyond 10. Counting patterns beyond 10.</i> <i>Measures, Shape and Spatial Thinking – Spatial reasoning (1)</i> <i>Match, rotate, manipulate</i> <i>Weeks 4,5,6</i> <i>Number – Adding more, Taking away</i> <i>Measures, Shape and Spatial Thinking – Spatial reasoning (2),</i> <i>Compose and decompose.</i> <i>Week 7,8,9</i> <i>Number – Doubling, sharing and grouping. Even and odd. Measures, Shape and Spatial Thinking – Spatial reasoning (3) Visualise and build.</i> <i>Week 10.11,12</i> <i>Number – Deepening understanding. Patterns and relationships.</i> <i>Measures, Shape and Spatial Thinking – Spatial reasoning (4)</i> <i>Mapping.</i>

<i>Knowledge</i>			
	<i>I know the value of 1,2,3</i>	<i>I know the value of 1,2,3,4,5,6</i>	<i>I know the value of each digit to 10.</i>
	<i>I know that there is one number name for each object that I count to 3.</i>	<i>I know that there is one number name for each object that I count to 6.</i>	<i>I know that there is one number name for each object that I count to 10.</i>
	<i>I know that 1,2 and 3 can be represented in a variety of ways.</i>	<i>I know that 4, 5 and 6 can be represented in a variety of ways</i>	<i>I know that 7, 8, 9 and 10 can be represented in a variety of ways</i>
	<i>I know doubles to 2</i>	<i>I know doubles to 3</i>	<i>I know doubles to 5</i>
	<i>I know number bonds to 3</i>	<i>I know number bonds to 6</i>	<i>I know number bonds to 10</i>
	<i>I know half of even numbers to 4</i>	<i>I know half of even numbers to 6</i>	<i>I know half of even numbers to 10</i>
	<i>I know shapes are all around me</i>	<i>I know that 2D shapes are flat</i>	<i>I know that 2D shapes are flat and 3D shapes are solid</i>

<i>I can accurately count objects, actions, and sounds to 3</i>	<i>I can accurately count objects, actions, and sounds to 6</i>	<i>I can accurately count objects, actions, and sounds to 10</i>
<i>I can say 1 more or 1 less for numbers to 3</i>	<i>I can say 1 more or 1 less for numbers to 6</i>	<i>I can add or subtract single digit numbers in practical ways.</i>
<i>I can subitise to 3</i>	<i>I can subitise to 6</i>	<i>I can subitise to 10</i>
<i>With adult support, I can gather the resources that I need to solve a problem.</i>	<i>With a little support, I can gather the resources that I need to solve a problem.</i>	<i>I can gather the resources that I need to solve a problem.</i>
<i>With the support of adult, I can compare and order length, weight, and capacity in practical ways.</i>	<i>With a little support, I can compare and order length, weight, and capacity in practical ways.</i>	<i>I can compare and order length, weight, and capacity in practical ways.</i>
<i>I can recite some days of the week in order.</i>	<i>I can recite 5 days of the week in order.</i>	<i>I can recite 7 days of the week in order.</i>
<i>I can name and identify a circle, triangle and a square and can talk about their properties.</i>	<i>I can name and identify a circle, a triangle, a square and a rectangle and can talk about their properties and begin to talk about 3D shapes.</i>	<i>I can name and identify some 2D and some 3D shapes and can talk about their properties.</i>
<i>With support, I can select shapes appropriately when building.</i>	<i>I can select shapes appropriately when building.</i>	<i>I can select shapes appropriately when building and explain my choices.</i>
<i>I can copy a repeating pattern.</i>	<i>I can copy and continue a repeating pattern.</i>	<i>I can continue, copy, and create repeating patterns.</i>

<b>Understanding the World</b>	<b>Curriculum Content</b>		
	<p><i>Geography/Science</i>  <i>Investigate and explore Muxton Primary School - human and physical features of our school, simple maps of classroom, school grounds, exploring new environment and school ground – plants and wildlife, weather in summer and autumn, Harvest</i></p> <p><i>History/RE</i>  <i>Investigate and explore Self and Family – identify own likes/dislikes, chronology of own life, and talk about families, homes, school (school leaders/hierarchy) celebrations – birthdays, Harvest festival – visit the church, Christmas, Diwali</i>  <i>Visit Remembrance bench</i></p>	<p><i>Geography/Science</i>  <i>Investigate and explore Local Area -- human and physical features, simple maps of local area seasonal changes, weather in winter and spring.</i>  <i>Visit local areas of interest including St. John’s Church, park</i>  <i>Investigate planting and growing</i></p> <p><i>History/RE</i>  <i>Investigate and explore People in our community – shop keepers, teachers, police,</i>  <i>Celebrations in our community – for example, Polish Easter traditions, Chinese New Year, New Year resolutions, Valentines Day, St David’s day/ St George’s day, Pancake day, Easter</i>  <i>Monarchy - coronation</i></p>	<p><i>Geography/Science</i>  <i>Investigate and explore The World – hot and cold climate – human and physical features, globe/world map, weather in different parts of the world, compare and contrast buildings, life, and culture in other countries.</i>  <i>Life cycles</i>  <i>Animals habitats (Charles Darwin – local person)</i></p> <p><i>History/RE</i>  <i>Explore a Christian place of worship</i>  <i>Celebrations around the world</i></p>
	<b>Knowledge</b>		
<i>I know that I am 4 and I will be 5 on my next birthday.</i>	<i>I know conditions required for growth</i>	<i>I know that I will be able to do different things when I grow up.</i>	

<i>I know that there are days of the week that repeat and go in order;</i>	<i>I know that there are seasons that go in order</i>	<i>I know that there are months of the year that go in order</i>
<i>I know that there are similarities and differences between my life and the life of my friends.</i>	<i>I know that there are similarities and differences between my life and the life of other children in the UK.</i>	<i>I know that there are similarities and differences between life in this country and other countries.</i>

	<i>I know that I celebrate special times. (Birthdays, Christmas, Easter)</i>	<i>I know that some children celebrate in different ways.</i>	<i>I know that people have different beliefs and celebrate special times in different ways.</i>	
	<i>I know that a church is a special place for Christians.</i>	<i>I know that a mosque is a special place for Muslims.</i>	<i>I know that a gurdwara is a special place for a Sikh. I know that some places and buildings are special to their communities.</i>	
	<i>I know some of the human and physical features of my home and school.</i>	<i>I know some of the human and physical features of my local area</i>	<i>I know some of the human and physical features of the world.</i>	
	<i>I know that there are changes to the natural world with the changing seasons.</i>	<i>I know that there are four seasons and can name and describe them.</i>	<i>I know that the seasons effect the natural world and can discuss when and how things grow.</i>	
	<i>I can notice what I see, hear, and feel in the school grounds.</i>	<i>I can talk about what I see, hear, and feel in the school grounds.</i>	<i>Record what they see, hear, and feel in the school grounds.</i>	
	<i>I can notice details on a simple map.</i>	<i>I can begin to talk about the details on a simple map.</i>	<i>I can draw information from a simple map.</i>	
	<i>I can order my day on a simple timeline</i>	<i>I can order my life on a simple timeline</i>	<i>I can order events beyond living memory on a simple timeline. (Mum was born, I was born, toddler, child, started school)</i>	
	<i>I can observe the changing seasons.</i>	<i>I can talk about the changing seasons.</i>	<i>I can record seasonal changes observed throughout the year.</i>	
<i>Curriculum Content</i>				
<i>Expressive Arts and Design</i>	<i>Music/ Expressive Arts Create music and dance linked to weather and seasons Suggested provocations, Vivaldi: Four seasons Tchaikovsky: The Storm</i>	<i>Music/ Expressive Arts Listen to and create music and dance linked to celebrations around the world. Suggested provocations, Polish krakowiak dance</i>	<i>Music/ Expressive Arts Listen to and create music and dance linked to weather and seasons Suggested provocations, Vivaldi: Four seasons</i>	
	<i>Art/DT Create self-portraits, family portraits by exploring, using and refining a variety of artistic effects to express ideas and feelings. Kandinsky- shapes Collage work</i>	<i>Art/DT Create models of local area and sights of interest. Work collaboratively sharing ideas, resources, and skills</i>	<i>Art/DT Create landscapes from around the world using a range of media and materials including digital drawing and animation software.</i>	
	<i>Knowledge</i>			
	<i>I know how to talk my art work.</i>	<i>With support, I know that I can return to and build on my previous learning, to refine my ideas.</i>	<i>I know that I can return to and build on my previous learning, to refine my ideas.</i>	
	<i>I know the names of the primary colours.</i>	<i>I am beginning to know names of all colours.</i>	<i>I know the names of all colours.</i>	
	<i>I know I can make changes to my work.</i>	<i>With support, I know how to make improvements to my own work.</i>	<i>I know how to make improvements to my own work.</i>	
	<i>With the support of an adult, I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection.</i>	<i>With a little support, I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection.</i>	<i>I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection.</i>	
	<i>I know how to listen carefully to music.</i>	<i>I know how listen carefully to music and represent my feelings through movement.</i>	<i>I know that I can express my feelings about music, by listening carefully, then moving to and talking about it.</i>	
	<i>With the support of an adult, I know how to develop storylines in my play.</i>	<i>With a little support, I know how to develop storylines in my play.</i>	<i>I know how to develop storylines in my play.</i>	

	<i>With the support of an adult, I can use simple drawing and animation software to represent thinking and to share ideas.</i>		<i>With a little support, I can use simple drawing and animation software to represent thinking and to share ideas.</i>		<i>I can use simple drawing and animation software to represent thinking and to share ideas.</i>	
	<i>With the support of an adult, I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</i>		<i>With support, I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</i>		<i>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</i>	
	<i>I can draw the physical features of a human face.</i>		<i>I can draw the human face and attach other body parts to my drawing.</i>		<i>I am beginning to draw people more accurately, e.g. head, body, 2 arms, 2 legs, feet, hair etc.</i>	
	<i>I can express my ideas and feelings through drawing.</i>		<i>I can use a variety of artistic skills to represent my ideas and feelings.</i>		<i>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</i>	
	<i>I can sometimes work with my friends sharing ideas, resources and skills.</i>		<i>I can usually work with my friends sharing ideas, resources and skills.</i>		<i>I can work with my friends sharing ideas, resources and skills.</i>	
	<i>With the support of an adult, I can explore and engage in music making and dance, performing solo or in groups.</i>		<i>With a little support, I can explore and engage in music making and dance, performing solo or in groups.</i>		<i>I can explore and engage in music making and dance, performing solo or in groups.</i>	
	<i>I can sing familiar songs and nursery rhymes.</i>		<i>With support, I can sing increasingly matching the pitch and following the melody.</i>		<i>I can sing increasingly matching the pitch and following the melody.</i>	
	<i>I can talk about dances and performing arts.</i>		<i>With support, I can talk about dance and performance art, explaining my views.</i>		<i>I can talk about dance and performance art, explaining my views.</i>	
<i>PSHE Jigsaw scheme</i>	<b>Being Me</b>	<b>Celebrating difference</b>	<b>Dreams and goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

