

# YEAR R CURRICULUM 2022/23

**Key:**


T = Topic SA = Stand-a-lone SLD = Super Learning Day

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Festivals and Celebrations	Toys	People who help us	Minibeasts	The Seaside
<b>Enquiry Questions</b>  <b>Topic</b>  <b>Stand Alone</b>	<b>How am I special?</b>  <b>How do I look after my body?</b>	<b>Why do we celebrate special times?</b>  <b>How does ice change?</b>  <b>What might we pack in a suitcase to take with us to different environments?</b>	<b>Why do old toys not light up and make noises?</b>	<b>What if I need help?</b>  <b>What happens in Spring?</b>	<b>Why are insects helpful for our garden?</b>  <b>What is a lifecycle?</b>	<b>How do we adapt our behaviour and clothing to suit the different seasons?</b>  <b>Why is the Queen special?</b>
<b>Curriculum Enhancements</b> Includes trips, SLD, visitor, topic box etc...	All about me Bags  Walk around the school  Wal around the village  Bring in Baby Photos  Self-portrait Display	Hinduism and Diwali Workshop  Birthday party role play  Geography Stand Alone Week  Eden Trip (4 Contrasting environments)	Bring in favourite toys from home  Look at Old Toys (topic box)  Make our own Toy Creation	Police station/Fire station/Vets/Doctors role play  Visit from a person who helps us e.g., police officer, fire fighter  A walk to the local vets	Visit from Marks Ark  Minibeast hunt in the Meadow  Trip to Newquay Zoo	Trip to the Beach and Aquarium  History Stand Alone Week (The Queen)  Trip to Charlestown Harbour

		Christmas Performance				
<b>Key Topic Texts</b>	<p>Non-fiction books about families Harry and the Dinosaurs go to School Owl Babies Starting School From Head to Toe I am too absolutely small for school Welcome to the World Only One You Super Duper You All are Welcome Our class is a family The Colour Monster goes to School</p>	<p>Non-fiction books about festivals and celebrations Room on the Broom Dipal's Diwali Peppa's Diwali Sparks in the Sky Spot's First Christmas The Jolly Christmas Postman</p>	<p>Non-fiction books about Toys Kipper's Toybox Where's my Teddy? Dogger The Old Toy Room The Teddy Robber</p>	<p>Whose hat is this? Clothesline clues to the jobs people do Non-fiction books about Police Officers, Fire Fighters, Lifeboat Crew, Ambulance and Air Ambulance Crew Charlie and the Firefighter The Zoo Vet</p>	<p>Non-fiction books about Minibeasts The Very Hungry Caterpillar Norman the slug with the silly shell Aaaargghh Spider! Super worm What the Ladybird Heard The Bad-Tempered Ladybird</p>	<p>Non-fiction books about the seaside Rainbow fish Commotion in the Ocean The Snail and the Whale Sally and the Limpet At the Beach</p>
<b>English Read Write Inc.</b>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Write labels for portraits</li> <li>• Recognising and writing name</li> </ul>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Writing letters to Father Christmas</li> <li>• Party invitations, cards, present tags.</li> </ul>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Toy shop role play.</li> <li>• Create labels for toy creations.</li> </ul>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Fire Station role play</li> <li>• Vets role play</li> <li>• Fire station role play area</li> </ul>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Captions and labels for minibeasts, minibeast homes, lifecycles</li> <li>• Retell story with captions and speech bubbles</li> </ul>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Writing postcards</li> <li>• Posters about being safe at the beach</li> </ul>

	<ul style="list-style-type: none"> <li>• Large scale mark making</li> <li>• Shapes on maps as symbols. (Pre-writing shapes)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing passports</li> <li>• Labelling environments</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing a picture of and writing the name of their favourite toys</li> </ul>	<ul style="list-style-type: none"> <li>• Lists and labelling- doctors bag, fire engine</li> <li>• Write a list of vocabulary to describe the seasons</li> </ul>	<p>for each character/animal.</p> <ul style="list-style-type: none"> <li>• Make a list of the animals and/or fruit that appear in Handa's Surprise</li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter/card to the queen</li> <li>• Invitations to a royal party</li> </ul>
<b>Maths</b> (For more detail see our EYFS Maths Policy.)	Number	Number	Number	Number	Numerical Pattern	Numerical Pattern + Shape, Space and Measures
<b>Science</b>  <b>Please see EYFS Science Curriculum Plan</b>	<b>T= How do I look after my body?</b> Oral hygiene, hand washing experiment and importance of eating a variety of fruit and vegetable.	<b>SA= How does ice change?</b> Plane journey to 4 contrasting environments e.g. The Polar Regions, The Rainforest, The Desert and our Local Environment. (Links to Geography.)		<b>SA= What happens in Spring? Seasons</b> (Also drip feed all year and then cover all 4 seasons briefly. Links to Geography.)	<b>T= What is a life cycle?</b>	
<b>Geography</b>  <b>Please see EYFS Geography Curriculum Plan</b>	T= Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	SA= Plane journey to 4 contrasting environments e.g. The Polar Regions, The Rainforest, The Desert and our Local Environment. Know some similarities and		SA= <b>Seasons</b> (also drip fed all year to cover all 4 seasons briefly)  Understand some important processes and natural changes in the	SA= Handa's Surprise, explain some similarities and different between life in this country and life in Kenya.	

	I know my way to school, some landmarks I pass and I can identify simple features on a map.	difference between the natural world around them and contrasting environments.		natural world- seasons.		
<b>History</b>  <b>Please see EYFS History Curriculum Plan</b>			T= Know some similarities and differences between toys now and in the past.	T= Different occupations and ways of life. Talk about the lives of people around them and their roles in society.		SA= Talk about the lives of people around them and their roles in society. Recognise and know who the queen is. Understand the past through stories, characters, and events.
<b>Art</b>  <b>Please see Reception Expressive Art and Design Curriculum Plan</b>	<p><b>Drawing</b> SA= Pre-writing shapes/ making marks/ lines and circles  T= Self Portraits</p> <p><b>Painting</b> SA= Begin to use and explore painting tools and equipment.</p>	<p><b>Printing</b> SA= Using a variety of materials. Print to create a pattern.  T= Firework pictures Poppy pictures Christmas Cards</p> <p><b>Painting</b> SA= Begin to mix primary colours using a variety of different sized brushes</p>	<p><b>Drawing</b> T= Observational drawings of old toys.</p> <p><b>Colouring</b> T= Colouring in printed outlines of toys.</p>	<p><b>Collage</b> T= Collages of Spring and Easter.  SA= Mother's Day Cards.</p> <p><b>Colouring</b> SA= Colour within the lines of modern art using colouring pencils with control.</p>	<p><b>Painting</b> SA= Mix primary colours. Mix colours with black and white to create different tones.</p> <p><b>Sculpture</b> T= Create 3D Minibeast sculpture.</p> <p><b>Collage</b> SA= Compose a picture inspired by Henri Matisse</p>	<p><b>Drawing</b> T= Line drawing with detail to interpret simple architectural drawings by Alfred Wallis.</p> <p><b>Painting</b> T= Colour mixing using a variety of different sized brushes. Exploring different tones of blue.</p>

		<p><b>Sculpture</b> T= Manipulate malleable materials to form a 3D Diva Lamp</p>				<p><b>Printing</b> T= Print to create texture and pattern of the sea and movement.</p>
<p><b>DT</b></p> <p><b>Please see Reception Expressive Art and Design Curriculum Plan</b></p>	<p><b>Cutting</b> SA= Scissor skills</p>		<p><b>Joining</b> SA= Deconstructed role play, join materials together.</p> <p><b>DT Project</b></p> <ul style="list-style-type: none"> <li>To design a toy.</li> <li>To make a toy.</li> </ul> <p>To share their toy and explain the process they have used.</p>			<p><b>Joining</b> SA= join by tying a material together e.g., string.</p> <p><b>DT Project:</b></p> <ul style="list-style-type: none"> <li>To design a crown.</li> <li>To make a crown</li> </ul> <p>To share their crown and explain the process they have used.</p>
<p><b>RE</b> <b>New Cornwall</b></p>  <p><b>Agreed Syllabus</b></p>	<p><i>Unit F1: Why is the word 'God' special to Christians?</i></p>	<p><i>Unit F2: Why is Christmas special for Christians?</i></p> <p>Hinduism and Diwali</p>	<p><i>Unit F4: Being special: where do we belong?</i></p>	<p><i>Unit F3: Why is Easter special for Christians?</i></p> <p>Easter- 9<sup>th</sup> April 2023</p>	<p><i>Unit F5: Which places are special and why?</i></p>	<p><i>Unit F6: Which stories are special and why?</i></p>

<b>Taught Lessons and 5 a day</b>						
<b>PSHE- Please see whole school PSHE Yearly Planner</b>  <b>Taught through CP, Topic Lessons, 5 a day, Visitors</b>	<p>All about me Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity -healthy eating -toothbrushing</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. - School rules</p>	<p>Festivals and Celebrations</p>	<p>E-safety (including importance of sleep and sensible amounts of tablet time) Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time' -having a good sleep routine (Peace at last)</p>	<p>People who help us (including road safety and calling 999) Know and talk about the different factors that support their overall health and wellbeing: -being a safe pedestrian</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. - Beach safety - Crossing the road</p>	<p>Looking after the environment</p>	<p>Sun safety/ Beach safety</p>
<b>PE</b>  5x 30mins a week  M= REAL PE Warm up T= REAL PE Skills W= REAL PE Skill Application T= Traditional PE F= Fitness Friday	<p>Unit 1 REAL PE: Personal Cog. I can work on simple tasks myself I can follow instructions <b>Skills= Coordination (Footwork) and</b></p>	<p>Unit 2 REAL PE: Social Cog. I can work sensibly with other, taking turns and sharing <b>Skills= Dynamic Balance to Agility (Jumping and landing) Static Balance (Seated)</b></p>	<p>Unit 3 REAL PE: Cognitive Cog. I can understand and follow simple rules I can name some things I am good at</p>	<p>Unit 4 REAL PE: Creative Cog. I can explore and describe different movements <b>Skills= Coordination (Ball Skills) Counter Balance (With a Partner)</b></p>	<p>Unit 5 REAL PE: Physical Cog. I can perform a single skill or movement with some control I can move confidently in a range of ways <b>Skills= Coordination (Sending and Receiving) Agility (Reaction/Response)</b></p>	<p>Unit 6 REAL PE: Health and Fitness Cog. I know why exercise is important for good health. <b>Skills= Agility (Ball chasing) Static Balance (Floor Work)</b></p>

	<p><b>Static Balance (One leg)</b></p> <p>Traditional PE: Real Gym (Personal)</p>	<p>Traditional PE: Fundamental Skills (running, crawling, hopping etc)</p>	<p>Skills= Dynamic Balance (On a line)</p> <p>Static Balance (Stance)</p> <p>Traditional PE: Real Dance (Cognitive)</p>	<p>Traditional PE: Balls skills (throwing and catching)</p>	<p>Traditional PE: Fundamental skills (balance)</p>	<p>Traditional PE: Fundamental skills (agility)</p>
<p><b>MUSIC</b></p> <p>Please see Reception Expressive Art and Design Curriculum Plan</p>		<p>T= Listening to different kinds of music from around the world. Take part in a Christmas Performance/ Making own music to well-known Christmas songs. Replicate a dance inspired by Diwali.</p>	<p>SA= Learning to keep and follow a steady beat. Learn to tap a simple rhythm. Move in time to music with a pulse and respond.</p>			<p>SA= Create a piece of music for the Queen for her jubilee celebration.</p>
<p><b>COMPUTING</b></p>						