






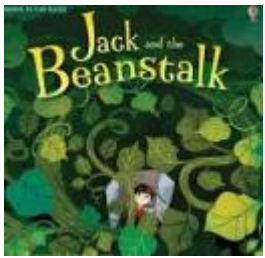


**Year R Curriculum Map 2023-2024 – REVISED 5.12.23**

|                         | Autumn Term 1<br>6.5 weeks  | Autumn Term 2<br>7.5 weeks  | Spring Term 1<br>6.5 weeks   | Spring Term 2<br>4.5 weeks  | Summer Term 1<br>6 weeks   | Summer Term 2<br>7 weeks   |
|-------------------------|---|---|--|---|--|--|
| <b>THEME</b>            | <b>All About Me</b><br>  | <b>Our Community – Places, journeys and transport</b><br>   | <b>Once upon a time</b><br>   | <b>Down at the bottom of the garden; Things that creep and crawl</b><br>   | <b>Down at the bottom of the garden; Things that grow</b><br> | <b>Down on the Farm</b><br>   |
|                         | <p>We will settle into our new Reception environment, get to know new friends and grown-ups. We will look at significant events in our past, explore our facial features and create self-portraits.</p> | <p>We will look closely at our surroundings and make observations about the world around us. We will learn about our local environment and community (inc celebrations). We will make maps and practise our writing skills through diary recount.</p> | <p>We will listen attentively to stories during whole class inputs. We will make props to help us when we retell our favorite stories. We will perform traditional tales and songs to an audience.</p> | <p>We will observe animals and sequence. We will observe animals and sequence their life cycle. We will explore and compare different life cycles. and their life cycle. We will be entomologists as we study wildlife in our outdoor spaces.</p> | <p>We will observe our natural environment looking at seasons, growing and planting. We will compare and explore</p>                             | <p>We will learn about the different animals that live on a farm. We will look closely at how baby animals grow and change. We will visit a farm and keep a diary of our very own hatching chicks!</p> |
| <b>Talk for writing</b> | <p>Incy Wincy Spider</p> <p>Brown Bear, Brown Bear, what do you see?</p>  | <p>The Gingerbread man</p>  <p>A journey story</p>                             | <p>Once upon a time stories:</p> <p>The Rainbow Princess</p> <p>The Magic Porridge Pot</p>   | <p>Sleepy Bumblebee</p>   | <p>Jack and the beanstalk</p>                                | <p>Farmer Duck</p>   |

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|---|--|--|---|---|--|---|
| <b>Key Texts</b>  | Our class is a family<br>(belonging / class rules)<br>Colour monster (Emotions)<br><br>Rubys Worry (Tom Percival)    | Everywhere bear (Transport)<br>Rosies Walk (Pat Hutchins)<br>Mr Grumpys Outing (John Burningham)<br>My Village Rhymes Around the world (Danielle Wright) -- Poetry<br>Goodbye Summer, Hello Autumn – Kenard Pak (Fiction)<br>Autumn is here! (Heidi Gray)<br>Non Fiction | Goldilocks and the Three Bears<br>The Three Little Pigs<br>The Three Billy Goats Gruff (Norway)<br>The Elves and the Shoemaker (German)<br><br>The Magic Paintbrush (Chinese)         | Yucky Worms – Vivian French<br>Aagrhhh Spider – Lydia Monks<br><br>The Big Book of Bugs - Yuval Zommeon (Non-fiction)<br><br>Snail Trail - Ruth Brown (Fiction)<br><br>Superworm - Julia Donaldson & Axel Scheffler (Rhyming picture book)<br><br>Diary of a Fly - Doreen Cronin & Harry Bliss (Fiction)<br><br>A Butterfly Is Patient - Dianna Hutts Aston & Sylvia Long (Non-fiction) | Tree: Seasons Come, Seasons Go - Patricia Hegarty and Britta Teckentrup (Picture book/Non-fiction)<br><br>A First Book of Nature- Nicola Davis (Poetry)<br>The Gigantic Turnip         | Whose on the Farm? - Julia Donaldson<br>Farmyard Hullabaloo – Giles Andreae<br>Farmr Fred (Ronne Randall)<br>Look inside a farm (Katie Daynes)                            |
| <b>Curriculum Enhancements</b>  | School Council Elections<br>Eco Schools<br>Drop ins Reading Afternoons   | Drop ins Reading Afternoons<br>Christmas Show  | Drop ins Reading Afternoons   | Drop ins Reading Afternoons<br>Caterpillars to Butterflie<br>Visisit to Local church for Easter   | Drop ins Reading Afternoons<br>Local artist visit<br>Visit the Library   | Drop ins Reading Afternoons<br>Chick Life Cycle<br>Dentist Visit<br>Cake Sale<br>Maths Big Share Afternoon  |
| <b>Significant dates and events</b>                                       | Black History Month  | Diwali<br>Bonfire Night November<br>Remembrance Day<br>Hanukkah<br>Christmas<br>Children in Need   | Chinese New Year<br>NSPCC Number Day<br>Mental Health Week<br>Internet Safety Day<br>Red Nose Day   | Pancake Day<br>Science Week<br>Easter<br>Eid<br>Start of Ramadan  |  | Sports Day<br>Father's Day  |
| <b>Talk for Writing<br/>Literacy<br/>Communication<br/>&amp; Language</b> | 5 Stories in 5 weeks<br>Little Jack<br>The rainbow Princess<br>Let me come in<br>The Magic Porridge pot<br>Quackling | <b>The Gingerbread Man<br/>Journey story</b><br>and; so; but Once upon a time<br>Unfortunately   | <b>Baby Mouse<br/>Journey story</b><br>and; so; but; until Once upon a time<br>Early one morning First<br>Finally   | <b>Sleepy Bumble Bee<br/>Journey story</b><br><br>and; but; because; so One sunny day<br>After that Just then   | <b>Jack and the Beanstalk<br/>Beat the Baddy story</b><br><br>who; and; but; so; until; when<br>Once upon a time One day;<br>Early one morning; Luckily A few weeks later<br>Just then | <b>Farmer Duck<br/>Beat the Baddy story</b><br><br>who; but; because; so; until<br>Once upon a time First; Next;<br>Then Early next morning<br>Suddenly The following day |
| <b>PHONICS<br/>(Little Wandle)<br/>Literacy</b>                           | <b>Phase 2 graphemes</b> - s a t p i n m<br>d g o c k c k e u r h b f l<br>Tricky words – is, l,the                  | <b>Phase 2 graphemes</b> - ff ll ss j v<br>w x y z zz qu ch sh th ng nk •<br>words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)  | <b>Phase 3 graphemes</b> - ai ee igh oa<br>oo oo ar or ur ow oi ear air er •<br>words with double letters •<br>longer words<br>Tricky words - was you they my<br>by all are sure pure | <b>Phase 3 graphemes</b> - Review<br>Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es   | <b>Phase 4</b> - Short vowels with adjacent consonants • CVCC<br>CCVC CCVCC CCCVC CCCVCC •<br>longer words and compound words • words ending in  | <b>Phase 4</b> - Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC<br>CCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –  |

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|  |  | Tricky words - put* pull* full* as and has his her go no to into she push* he of we me be   |   | /z/ at the end • words with –s /s/ and /z/ at the end<br><br>Tricky words - Review all taught so far  | suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est<br><br>Tricky words - said so have like some come love do were here little says there when what one out today | er, –est • longer words and compound words<br><br>Tricky words – review all taught so far   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| <b>PSED (RSE)</b>  | Core Theme 1 – Relationships (A)   | Core Theme 2 – Health and Wellbeing (A)   | Core Theme 3 – Living in the wider World (A)                              | Core Theme 3 – Living in the wider World (B)  | Core Theme 2 – Health and Wellbeing (A)  | Core Theme 1 : Relationships (B)  |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| <b>PD – Real PE</b>  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
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| <b>Unit1-PERS</b>  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Co-ordination  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Static Balance   |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
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| <b>Unit 2-SOC</b>  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Dynamic Balance to Agility                                       |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Static Balance   |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
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| <b>Unit 3 - COGNITIVE</b>  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Dynamic Balance  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Static Balance   |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
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| <b>realDance</b>   |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| <b>Unit 4 - CREATIVE</b>   |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Co-ordination  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Counter Balance  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
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| <b>realGymnastics</b>  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| <b>Unit 5 - PHYS</b>   |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Co-ordination  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Agility  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
|  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| <b>Sportshall Athletics</b>                                      |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| <b>Unit 6 - H&amp;F</b>  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Agility  |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| Static Balance   |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
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| <b>Sportshall Athletics</b>                                      |  |   |   |   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| <b>Maths (Mastering Number)</b>                                  | MN1-4  | MN6-11  | MN12-16   | MN17-20   | M21-25   | MN26-31   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| <b>Understanding of the World</b><br>Science, history, geography | History – Timelines of life NC<br>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; | Geography - Local area- Drayton, Norwich, UK  | History – Stories from the past<br>Timeline – Growing/evolving            | Science – Lifecycles/habitats/ seasons/weather<br>History NC<br>- Talk about the lives of the people around them and their roles in society | Science – Growing of plants/ weather/seasons   | History – timelines of stories, kings<br>NC<br>- Understand the past through settings, characters and events encountered in books read in class and storytelling. |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| <b>Expressive Arts &amp; Design</b><br>D&T, Art                  | Drawing and painting- Self Portraits<br><br>Collage – Faces<br><b>Artist – Hanoch Pivon</b><br><br>Observational Drawing   | Sculpture models out of junk modelling (transport/bridges)<br><br>Diwali – Diva Lamps (Clay)<br>Handprints (Rangoli)<br>Introducing colour mixing/printing<br><br>Observational Drawing | Collage – Exploring texture (Habits/Animals)<br><br>Observational Drawing | Observational Drawing using different materials – Plants/Animals<br><br><b>Artist- Andy Goldworthy</b><br><br>Observational Drawing         | <b>Artist -Yayoi Kusuma</b> – dots and colour mixing<br><br>Observational Drawing  | Texture/Materials - Large scale Weaving – crowns/flags/ large tapestry<br><br>Observational Drawing   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |
| <b>Religious Education –</b><br>Norfolk Agreed Syllabus          |  | Christmas, Hanakuh, Diwali  | Chinese New Year  | Easter<br><br>Eid   |  |   |   |                   |                            |                |  |  |   |                           |                 |                |  |                  |  |                          |               |                 |  |                       |  |                      |               |         |  |                             |  |                         |         |                |  |                             |