



# Curriculum Map

## Year R



|                           | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|---------------------------|--|---|---|--|--|---|
| <b>Humanities Topic</b>   | What were my family and I like in the past?  |   | What was it like in our local area in the past?   |  | What were people like in the past?   |   |
| <b>Writing week units</b> | Peace at last  | Little Red and the very hungry Lion<br>We're going on a Lion Hunt   | The owl who was afraid of the dark<br>Information texts-Birds   | The Gruffalo<br>The tiny seed  | Information texts-Mini beasts<br>Aaargh Spider   | Naughty Bus   |
| <b>Mathematics</b>        | Unit 1: Early Mathematical Experiences<br>Unit 2: Pattern and Early Number   | Unit 3: Numbers within 6<br>Unit 4: Addition and Subtractions within 6<br>Unit 5: Measures<br>Unit 6: Shape and Sorting | Unit 7: Numbers within 10<br>Unit 8: Calendar and time<br>Unit 9: Addition and subtraction within 10<br>Unit 10: Grouping and sharing | Unit 10: Grouping and sharing<br>Unit 11: Number patterns within 15<br>Unit 12: Doubling and halving<br>Unit 13: Shape and pattern | Unit 14: Securing addition and subtraction facts<br>Unit 15: Number patterns within 20<br>Unit 16: Number patterns beyond 20 | Unit 17: Money<br>Unit 18: Measures<br>Unit 19: Exploration of patterns within number                                 |
| <b>Science</b>            | My body  | Melting, freezing and dissolving  | Flight  | Plants and seasons   | Mini beasts  | Habitats  |
| <b>PE</b>                 | <b>Body Management:</b><br>- Pupils will explore balance, stretch, reach and extend in a variety of ways.  | <b>Dance:</b><br>- Pupils will copy, repeat and perform simple movement patterns to music.                              | <b>Gymnastics:</b><br>- Pupils will develop confidence and coordination in fundamental movements.                                     | <b>Speed Agility Travel:</b><br>- Pupils will travel with some control and coordination.   | <b>Manipulation and Coordination:</b><br>- Pupils will send and receive a variety of objects with different body parts.      | <b>Cooperative problem solving:</b><br>- Pupils will work with a partner to listen, share ideas, question and choose. |
| <b>Computing</b>          | Children will have opportunities to use computational thinking such as tinkering, creating, collaborating, persevering, logic, pattern, abstraction and algorithms and decomposition in continuous provision activities. |   |   |  |  |   |
| <b>RE</b>                 | How and why do people celebrate harvest?   | How and why do people celebrate Hanukah<br>Christmas through nativity play  | How and why do people celebrate Chinese New Year  | How and why do people celebrate Holi   | How and why do people celebrate Ramadan and Eid  | Why and how are places special to people?   |
| <b>Music</b>              | Music In Continuous Provision  | Nativity<br>Pupils learn to sing together and to perform.   | My Stories Pupils listen and respond.   | Everyone Pupils listen and respond.  | Our World<br>Pupils learn to sing nursery rhymes and action songs  | Big Bear Funk<br>Pupils learn to sing and revisit nursery rhymes and action songs.                                    |
| <b>PSHE</b>               | Our Pride Values<br>Our rules<br>Taking turns  | Exploring feelings<br>Introducing the zones of regulation<br>Expected behaviours  | Form positive attachments to adults and friendships with peers<br>Express needs confidently   | Build constructive and respectful relationships<br>Show sensitivity to their own and to others' needs.                             | Build constructive and respectful relationships<br>Show sensitivity to their own and to others' needs.                       | Work and play cooperatively and take turns with others<br>Show sensitivity to their own and to others' needs.         |
| <b>Art and DT</b>         | <u>Fine motor skills</u><br>Drawing, painting, sculpture, collage, model making to develop a tripod grip, scissors skills and strong fine motor control.   |   |   |  |  |   |