

# YEAR R CURRICULUM 2021/22

**Key:**


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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>All about me</b>	<b>Festivals and Celebrations</b>	<b>Toys</b>	<b>People who help us</b>	<b>Minibeasts</b>	<b>The Seaside</b>
<b>Enquiry Questions</b>	<b>How am I special?</b>	<b>Why do we celebrate special times?</b>	<b>Why do old toys not light up and make noises?</b>	<b>What if I need help?</b>	<b>Why are insects helpful for our garden?</b>	<b>How do we adapt our behaviour and clothing to suit the different seasons?</b>
<b>Topic</b>	<b>How do I look after my body?</b>	<b>How does ice change?</b>		<b>What happens in Spring?</b>	<b>What is a lifecycle?</b>	<b>Why is the Queen special?</b>
<b>Stand Alone</b>		<b>What might we pack in a suitcase to take with us to different environments?</b>				
<b>Curriculum Enhancements</b> Includes trips, SLD, visitor, topic box etc...	All about me Bags  Walk around the village  Bring in Baby Photos  Self-portrait Display	Hinduism and Diwali Workshop  Birthday party role play  Geography SLD  Eden Trip (4 Contrasting environments)  Christmas Performance	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 SLD

<p><b>Key Topic Texts</b></p>	<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</p>	<p>Non-fiction books about festivals and celebrations Room on the Broom Dipal'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 and under the sea Rainbow fish The Commotion in the Ocean Tiddler The Snail and the Whale Sally and the Limpet At the Beach</p>
<p><b>English Read Write Inc.</b></p>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Write labels for portraits</li> <li>• Recognising and writing name.</li> <li>• Large scale mark making.</li> <li>• Maths e.g., Shapes on maps as symbols. (Pre-writing shapes)</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> <li>• Writing passports</li> <li>• Labelling environments</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> <li>• Drawing a picture of and writing the name of their favourite toys.</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> <li>• Lists and labelling- doctors bag, fire engine.</li> <li>• Write a list of vocabulary to describe the seasons.</li> </ul>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Captions and labels for minibeasts, minibeast homes, lifecycles.</li> <li>• Write a letter to Handa.</li> <li>• Retell story with captions and speech bubbles for each character/animal.</li> <li>• Make a list of vocabulary to describe the animals and/or</li> </ul>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> <li>• Writing postcards,</li> <li>• Recount trip to the beach,</li> <li>• Posters about being safe at the beach.</li> <li>• Write a letter/card to the queen.</li> </ul>

			<ul style="list-style-type: none"> <li>Design a toy.</li> </ul>		fruit that appear in the story.	<ul style="list-style-type: none"> <li>Invitations to a royal party.</li> <li>Write where the queen's hat went. Simple sentences- it went in, on, over, around, across, above etc.</li> </ul>
<b>Maths</b> (For more detail see our <b>NEW 2021</b> 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>	

<p><b>Geography</b></p> <p>Please see EYFS Geography Curriculum Plan</p>	<p>T= Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I know my way to school, some landmarks I pass and I can identify simple features on a map.</p>	<p>SA= Plane journey to 4 contrasting environments e.g. The Polar Regions, The Rainforest, The Desert and our Local Environment. Know some similarities and difference between the natural world around them and contrasting environments.</p>		<p>SA= <b>Seasons</b> (also drip fed all year to cover all 4 seasons briefly)</p> <p>Understand some important processes and natural changes in the natural world-seasons.</p>	<p>SA= Handa's Surprise, explain some similarities and different between life in this country and life in Kenya.</p>	
<p><b>History</b></p> <p>Please see EYFS History Curriculum Plan</p>			<p>T= Know some similarities and differences between toys now and in the past.</p>	<p>T= Different occupations and ways of life. Talk about the lives of people around them and their roles in society.</p>		<p>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.</p>
<p><b>Art</b></p> <p>Please see Reception Expressive Art and Design Curriculum Plan</p>	<p><b>Drawing</b></p> <p>T= Self Portraits</p> <p><b>Painting</b></p> <p>SA= Begin to use and explore painting tools and equipment.</p>	<p><b>Printing</b></p> <p>T= Firework pictures Poppy pictures Harvest Festival pictures Halloween pictures Christmas Cards</p>	<p><b>Drawing</b></p> <p>T= Observational drawings of old toys.</p> <p><b>Colouring</b></p>	<p><b>Collage</b></p> <p>T= Collage of Spring.</p> <p>SA= Mother's Day Cards, Easter Cards.</p>	<p><b>Painting</b></p> <p>T= Mix primary colours. Minibeast painting.</p> <p><b>Sculpture</b></p> <p>T= Create 3D Minibeast sculpture.</p>	<p><b>Drawing</b></p> <p>T= Seaside landscape.</p> <p>SA= A stamp design, Queen's crown, Queen's home.</p>

		<p><b>Painting</b> SA= Begin to mix primary colours using a variety of different sized brushes</p> <p><b>Sculpture</b> T= Create Diva Lamps</p>	T= Colouring in printed outlines of toys.	SA= Observational drawings on spring flowers.		
<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 Agreed Syllabus (Start Aut 2)</b></p> 	<i>Unit F1: Why is the word 'God' special to Christians?</i>	<i>Unit F2: Why is Christmas special for Christians?</i>  Hinduism and Diwali	<i>Unit F4: Being special: where do we belong?</i>	<i>Unit F3: Why is Easter special for Christians?</i>  Swapped as Easter Sunday is on 17 <sup>th</sup> April	<i>Unit F5: Which places are special and why?</i>	<i>Unit F6: Which stories are special and why?</i>

<p><b>Taught Lessons and 5 a day</b></p>						
<p><b>PSHE- Please see whole school PSHE Yearly Planner</b></p> <p><b>Taught through CP, Topic Lessons, 5 a day, Visitors</b></p>	<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>
<p><b>PE</b></p> <p>5x 30mins a week</p> <p>M= REAL PE Warm up T= REAL PE Skills W= REAL PE Skill Application T= Traditional PE</p>	<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)</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)</b></p>	<p>Unit 6 REAL PE: Health and Fitness Cog. I know why exercise is important for good health.</p>

F= Fitness Friday	<b>Static Balance (One leg)</b> Traditional PE: Real Gym (Personal)	<b>Static Balance (Seated)</b> Traditional PE: Fundamental Skills (running, crawling, hopping etc)	<b>Skills= Dynamic Balance (On a line)</b> <b>Static Balance (Stance)</b> Traditional PE: Real Dance (Cognitive)	Traditional PE: Balls skills (throwing and catching)	<b>Agility (Reaction/Response)</b> Traditional PE: Fundamental skills (balance)	<b>Skills= Agility (Ball chasing) Static Balance (Floor Work)</b> Traditional PE: Fundamental skills (agility)
<b>MUSIC</b> Please see Reception Expressive Art and Design Curriculum Plan		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.	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.			SA= Create a piece of music for the Queen for her jubilee celebration.
<b>COMPUTING</b>						

**Coverage of Year R Broader Curriculum Plan:**

**Broader Curriculum is covered in direct Topic teaching time and in the daily continuous provision inside and out.**

Highlight off when completed.

<b>Autumn 1</b>				
Week 1 Wed 8 <sup>th</sup> Sep (3 days)	3x Transition Days			
Week 2 13 <sup>th</sup> Sep	Geography x1 Small world house and school			
Week 3 20 <sup>th</sup> Sep	Geography= Walk around school/EYFS garden and identify key features	Science x1 Oral Hygiene	DT x1 Scissor Skills	Art x 1 Draw Faces with lines
Week 4 27 <sup>th</sup> Sep	Geography x 1 Walk around village identify key landmarks	Science x 1 Washing hands		Art x 1 Self-portraits in mirror
Week 5 4 <sup>th</sup> Oct	Geography x 1 Name and locate different parts of local community	Science x 1 Getting dressed (Practise zips etc.)	RE x 1 Why is the word 'God' special to Christians?	Art x 1 Self-portraits with peer
Week 6 11 <sup>th</sup> Oct	Geography x 1 Spot simple features on maps			Art x 1 Self-portrait final
Week 7 18 <sup>th</sup> Oct	Geography x 1 Create own simple maps	Science x 1 Healthy eating workshop (Lizzie)		Art x 1 Self-portrait display
<b>HALF TERM Mon 25<sup>th</sup> Oct</b>				
<b>Autumn 2</b>				
Week 1 Tues 2 <sup>nd</sup> Nov (4 days)			Art x1 Firework pictures	
Week 2 8 <sup>th</sup> Nov		Art x 1 Poppy pictures	Music x1 Different music around the world	
Week 3 15 <sup>th</sup> Nov	RE x1 Hinduism / Diwali workshop	Art x 1 Colour Mixing	Music x1 Replicate a dance inspired by Diwali.	DT x 1 Diva Lamps



Week 4 22 <sup>nd</sup> Nov	Geography stand alone week= Plane Journey to 4 Environments		Music x 1 Sing on their own	
Week 5 29 <sup>th</sup> Nov	Geography Trip to Eden	Art x 1 Printing	Music x 1 Follow melody and match pitch/volume	
Week 6 6 <sup>th</sup> Dec	Science x 2 Changing states of matter	Art x 1 Printing	Music x 1 Make own music to Christmas songs	RE x 1 Why is Christmas special for Christians?
Week 7 13 <sup>th</sup> Dec	Science x 1 Changing states of matter	Art x 1 Christmas cards/Crafts	Christmas Performance	
<b>XMAS HOLIDAYS Mon 20<sup>th</sup> Dec</b>				
<b>Spring 1</b>				
Week 1 Tues 4 <sup>th</sup> Jan (4 days)	History x1 Bring in favourite toys from home	Art x 1 Colour toy outlines using colouring pencils		
Week 2 10 <sup>th</sup> Jan	History x 1 Look at Old Toys (topic box)	Art x 1 Draw old toy from observation + Colour in		
Week 3 17 <sup>th</sup> Jan	History x 1 Similarities and differences between toys in the past and now	DT x 1 Experiment with, construct and join a range of materials (De-constructed role play)		RE x 1
Week 4 24 <sup>th</sup> Jan	PSHE x 1 E-safety	DT x 1 Experiment with, construct and join a range of materials (De-constructed role play)		Music x 1 Follow and keep a steady beat
Week 5 31 <sup>st</sup> Jan	PSHE x 1 Sleep routine	DT x 1 Design a toy		Music x 1 Learn to tap a simple rhythm
Week 6 7 <sup>th</sup> Feb		DT x1 Make a toy		Music x 1 Move in time to music with a pulse and respond
Week 7 14 <sup>th</sup> Feb		DT x1 Share toy and explain process		

**HALF TERM Mon 21<sup>st</sup> Feb****Spring 2**

<b>Week 1 28<sup>th</sup> Feb</b>		History x 1 Fire station/ Fire fighters		
<b>Week 2 7<sup>th</sup> Mar</b>	Art x 1 Use pre-cut paper and glue stick to create a collage	History x 1 Doctors		
<b>Week 3 14<sup>th</sup> Mar</b>	Art x 1 Use pre-cut paper and PVA glue with a paintbrush/spatula	History x 1 Visit from person who helps us		Science x1 Looking for signs of Spring
<b>Week 4 21<sup>st</sup> Mar</b>	Art x 1 Uncut materials with PVA glue and a spatula.	History x 1 Dentists	Art x 1 Mother's Day cards with paint	Science x 1 Growth of plants in Spring (draw observations)
<b>Week 5 28<sup>th</sup> Mar</b>	Art x 1 Using own knowledge and learnt skills to decide their own materials and process (collage of Spring)	History x 1 Police Station/ Police officers	RE x 1 Crossing the road safely	Science x 1 Growth of animals in Spring (draw observations)
<b>Week 6 4<sup>th</sup> Apr</b>	Art x 1 Collage- Stained glass windows, Easter Cards	History x 1 Vets and walk to local vets	RE x 1	Science x 1 name and describe plants and animals seen at Spring

**EASTER HOLIDAYS Mon 11<sup>th</sup> April****Summer 1**

<b>Week 1 25<sup>th</sup> Apr</b>	Science x3 Visit from Marks Ark, Minibeast Hunt in Meadow, Bug hotels			PSHE= Messy Magpie story- introduce littering
<b>Week 2 Tues 3<sup>rd</sup> May (4 days)</b>		Geography SA week Handa's Surprise	Art x1 Mix primary colours	
<b>Week 3 9<sup>th</sup> May</b>	Science x 1 Life cycles		Art x 1 Add black/white to create new shade	PSHE x 1 All about recycling
<b>Week 4 16<sup>th</sup> May</b>	Science x 1 Life cycles	RE x 1 Which places are special and why?	Art x 1 3D minibeast sculpture	PSHE x 1 Recycling sorting

Week 5 23 <sup>rd</sup> May	Science Trip to Newquay Zoo, Draw pictures of animals		Art x 1 3D minibeast sculpture	RE x 1 Litter pick
<b>HALF TERM Mon 30<sup>th</sup> May</b>				
<b>Summer 2</b>				
Week 1 6 <sup>th</sup> Jun	History SA week- The Queen Platinum Jubilee (June 2022-	DT x 1 Design a crown		Music x 1 Create a piece of Music for the Queen for her jubilee celebration.
Week 2 13 <sup>th</sup> Jun (Father's Day 19 <sup>th</sup> June 2022)		DT x1 Make a crown	PSHE x1 I know and can talk about the different factors that support their overall health and wellbeing: - beach safety/ sun safety.	Art x 1 Line drawing with detail. To interpret the simple architectural drawings by Alfred Wallace
Week 3 20 <sup>th</sup> Jun		DT x 1 Share Crown and Explain Process		Art x 1 Colour mixing using a variety of different sized brushes. Exploring different tones of blue.
Week 4 27 <sup>th</sup> Jun		DT x 1 Joining by tying		Art x 1 Print to create texture and pattern of the sea and movement.
Week 5 4 <sup>th</sup> Jul			RE x 1 Which stories are special and why?	Trip to Charlestown Harbour
Week 6 11 <sup>th</sup> Jul				Art x 1 Display Artwork
Week 7 18 <sup>th</sup> Jul	Trip to Beach and Aquarium			



**EXAMPLE Reception Class Weekly Timetable WB: 6<sup>th</sup> September 2021**

Monday 6 <sup>th</sup>		Tuesday 7 <sup>th</sup>		Wednesday 8 <sup>th</sup>		Thursday 9 <sup>th</sup>		Friday 10 <sup>th</sup>			
Book of the week:											
Word of the week:											
Song of the week:											
Number of the week:											
<b>Reception Class Timetable</b>											
8.40- 9am <b>Register +</b>  Morning work  Interventions  <b>5AD</b>	9-10am  <b>RWI</b>	10-11am <b>(Mon)Model enhancements</b>  <b>CP</b> Continuous provision Indoors and Outdoors  Snack/Milk built in (10-10.30am)  Key Workers = focused natural observations. Modelling play, listening and questioning.  Tidy up time (adults to help and model tidying).	11- 11.30am  <b>PE</b>	11.30-11.45am  Lunch Prep Routine  <b>5AD</b>	11.45- 12.45pm  <b>LUNCH</b>	12.45-1pm <b>Register + 5AD</b>	1- 1.30pm  <b>Maths</b>	1.30- 2.30pm  <b>CP</b> Continuous provision Indoors and Outdoors  Key Workers = focused natural observations. Modelling play, listening and questioning.  Interventions  SS 1:1 Learning Journey Time	2.30- 2.40pm Tidy up time (adults to help and model tidying).  <b>5AD</b>	2.40-3pm Mon-Thurs=  <b>Whole Class Topic</b>  Friday=  <b>End of week awards and Assembly</b>	3-3.10pm  <b>5AD</b>  Home Time Routine  <b>Dough Disco/Squiggle whilst you Wiggle</b> 