



The Willows - Year R Curriculum Overview

	Autumn Term 1 September / October	Autumn Term 2 November / December	Spring Term 1 January / February	Spring Term 2 March / April	Summer Term 1 April / May	Summer Term 2 June / July
Our Roleplay Area Ideas:	Homes & Houses – traditional kitchen etc.	Autumn Explorer (Forest) – leaves / conkers / acorns / pumpkins/ magnifying glasses Christmas post office/Santa’s grotto	Story retelling Baking station	Vets School	Garden Centre – growing The Potting Shed – plant growth Emergency services hut	Coastguard station/ /Beach Hut/Recycling centre
	All About Me!	Awesome Autumn/ A special baby	Wonderful Winter	Spring has sprung/ Amazing Creatures	People that help us/ Healthy Me	Sparkling Summertime
Celebrations	Harvest 20 th October - Diwali	5 th Nov - Fireworks Night 9 th Nov – Remembrance 25 th December - Christmas	1 st Jan – New Year’s Day 10 th February – Safer Internet Day 17 th Feb-3 rd March – Chinese New Year 17 th February Shrove Tuesday	5 th March – World Book Day 3 rd – 6 th April – Easter Wb 7 th March British Science week 15 th March – Mother’s Day 21 st March Red Nose Day	20 th May – Walk to School week	21 st June - Father’s Day
Enrichment	All About Me! Local area walk	Autumn Walk – Christchurch park- collect leaves for Autumnal picture. (Inviting parents to join) Nativity performance	Winter Walk around the school – “We’re going on a Bear Hunt.”	Baylham Rare Breed Farm Planting vegetables/plant Minibeast Hunt/ Caterpillar into Butterfly kit	Dental Nurse visit Visit from emergency services (visit to the station) Little City	Beach visit
Key Texts	The colour monster – Anna Llenas The Great Big Book of Feelings / Great Big Book of Families –Mary Hoffman The same but different too – Karl Newson	The Gingerbread Man - Mara Alperin Three Little Pigs The Squirrels who Squabbled – Rachel Bright Celebrations Around the World – Katy Halford Dear Santa – Rod Campbell Various versions of the Christmas Story	We’re Going on a Bear Hunt – Micheal Rosen Brown Bear, Brown Bear, what do you see? - Eric Carle Mr Wolf’s Pancakes – Jan Fearnley Biscuit Bear – Mini Grey Chicken Clicking – Jeanne Willis	The Jolly Postman and Other People’s Letters – Allan Ahlberg Dear Teacher – Amy Husband Farmer Duck by Martin Waddel Mr Noah’s Garden – Jackie Morris Jasper’s Beanstalk by Nick Butterworth Oliver’s Vegetables and Oliver’s Fruit Salad – Vivian French The Very Hungry Caterpillar by Eric Carle	The Tadpole (Fantastic First Poems) Can you fly like a Butterfly? (Poems Out Loud!) The Runaway Pea – Kjartan Poskitt What do people do all day? – Richard Scarry When I grow up – Tim Minchin	Sharing a Shell – Julia Donaldson ‘The Very Hungry Caterpillar’s First Summer’ – Eric Carle Here We Are – Oliver Jeffers Flotsam – David Wiesner Dear Earth – Isabel Otter What a Waste – Jess French
Discussion questions / sentence stems	How can I say hello? Hello my name is..... How have I changed? This part of my body is called.... In my family is....? In my local area I can see...	What are seasons? What is it like in Autumn? What colours can I see? What do I wear in the Autumn? How do you celebrate Christmas? The Christmas Story – a story from the past	What is it like in Winter? What is snow? What happens to ice when the sun comes out? Where has all the wildlife gone? What is ice? Where does it come from?	How do we know it is Spring? What are the signs? How do plants and animals grow/change? What is the difference between wild and tame animals/pets? Why are animals kept in a zoo? Where do wild animals live? (Environments)	What does healthy mean? How can we keep our bodies healthy? Do you need to brush your teeth? What is exercise? Who can help me? What does a (emergency service worker) do?	What is the weather like in Summer? How does the weather change the things we do? How does Summer make you feel? What can you find at the seaside? Would you rather be at the beach or in a town? Why? How has the seaside changed? What creatures live at the seaside?
Vocabulary	Family- mum, dad, brother, sister Home, school, pavement, postbox, post office, stamp, lamp post, dentist, doctors surgery, local area, knee, elbow, wrist	Season · September · October · November · Autumn · Tree · Leaf · Orange · Brown · Red · yellow · Firework · cloudy · rain· acorn · conker · seed · fruit · falling, Jesus, Mary, Angel, Christian, Joseph, Shepherd, Manger.	Season · December · January · February · Winter · cold · icicle · gloves · scarf · coat · snow · frozen · dark · hibernate · snowflake · slip · bare trees · evergreen ·	Spring – grow – change – plant – leaf – flower – seed – farm – farmer – farmyard animal and their young names – insect names Wild – tame – pet – wild animal names – zoo – jungle – savannah – plain - extinct	Season – March, April, May. Health – exercise – dentist – nurse – vegetable – fruit – sugar – sweet – savoury – worried Emergency- doctor- nurse- dentist-police- fire engine- fire fighter-danger	Season – June, July, August- change – hot – sunny- warm Seaside – beach – shore – pebbles – ice-cream – fish and chips – beach hut – sea – coastguard – lighthouse – shell – fish Compost – decay – pollution – recycle – reuse – reduce – litter – plastic – melting – floods – weather – change –sea levels
Circle Time	Who am I? Likes and dislikes Show and tell Manners	Seasonal change Celebrations in my house Family traditions Learning buddies	My Christmas New year resolutions Seasonal change Kindness and Expectations	Growth-me as a baby and me now How things grow My pets My favourite animals	How I move my body My hobbies When I grow up, I want to be How I keep healthy	Safety in the sun Seasonal changes Summer activities Plastic pollution

	Learning buddies	Manners Kindness		Conservation-zoo	Who can help me	Transition to year 1-look how far I've come
Jigsaw	Being me in my world	Celebrating difference	Dreams and Goals	Relationships	Healthy Me	Changing Me
Writing Focus	Single graphemes Name writing Labels and captions	Lists Letters Narrative (writing traditional tales)	Instructions Narrative (writing stories with repetition)	Recount of Baylham trip Poetry Fiction into non-fiction (letter writing)	Non-fiction - Instructions Performance poetry	Narrative (postcards) Non-fiction – labels and lifecycles
Talk4writing	Traditional tales- 3 little pigs, Three Billy goats, Goldilocks	Traditional tales- cont. We're going on a Leaf Hunt Xmas story- link to play	The little red hen, We're going on a bear hunt	The Sleepy Bumblebee, The Baby Mouse, Dear Zoo	Jack and the Beanstalk, Handa's Surprise, Farmer Duck	Under the sea- create stories
Texts for Enjoyment	I Am Too Absolutely Small for School by Lauren Child The colour monster goes to school – Anna Ilenas My Hair – Hannah Lee What Do I Look Like? By Nick Sharratt I don't want curly hair – Laura Ellen Anderson Starting school - Janet and Alan Ahlberg What Makes Me a Me? - Ben Faulks	Leaf Man – Lois Ehlert The Leaf Thief – Alice Hemming A stroll through the seasons – Kay Barnham Nature's Day – Kay Maguire Because of an acorn – Lola Schaefer Pumpkin Soup – Helen Cooper The Night Before Christmas – Clement Clarke Moore The Christmas Pine – Julia Donaldson	Celebrations Around the World – Katy Halford Little Red Gliding Wood – Tara Lazar The Snow Thief – Alice Hemming Goodbye autumn, hello winter – Kenard Pak Winter Wonderland – Jill Esbaum Winter in White – Robert Sabuda	The Tiny Seed by Eric Carle The Enormous Turnip – Ladybird Jack and the beanstalk – Ladybird Jim and the Beanstalk - Raymond Briggs Farmyard Hullabaloo – Giles Andreae Non-fiction – farm, minibeasts, plants Where does my food come from? - Annabel Karmel Non-fiction – recipe books	Non-fiction – teeth and healthy living When I grow up – AD Largie Superhero like you – Dr Ranj All through the night – Polly Foster An engineer like me – Dr Shini Somara When I grow up, I want to be... series Rosamund Lloyd	We're Going on a Treasure Hunt – Martha Mumford Rainbow Fish – Marcus Pfister Commotion in the Ocean - Giles Andreae The Lighthouse Keeper's Lunch – Ronda/David Armitage Lucy and Tom at the seaside – Shirley Hughes Non-fiction – summer/sea creatures Harry Saves the Ocean – Sylvia Fae Clean up! - Nathan Bryon
PE	Me and myself	Movement development Taking turns	Throwing and catching	Dance	Fun and games	Working with others

Progressing into the KS1 curriculum....						
In English we will focus on:	- Listening to & talking about books - Recognising my name - RWI Phonics - Active storytelling & Nursery Rhymes -Hand, finger, upper body strength -Secure pencil grasp -Hand-eye coordination -Hand dominance	- Listening to & talking about books - RWI Phonics - blending - Active storytelling & Nursery Rhymes -Hand and finger strength - Secure pencil grasp - Using some clearly identifiable letters to write my name	- Being a storyteller (puppets / roleplay) - RWI Phonics - Active storytelling & Nursery Rhymes - Writing using phrases or sentences - Attempting to write words in line with phonological awareness - lists, captions, speech bubbles - Writing a story - Instructions	- Being a storyteller (puppets / roleplay) - RWI Phonics - Active storytelling & poetry - I can write my name - Attempting to write words in line with phonological awareness - story maps Rhymes -Writing a letter -Poetry	- Listening to & talking about non-fiction books – contents / index - RWI Phonics - Active storytelling & poetry - I can write my name - Attempting to write words in line with phonological awareness – instructions	- Using non-fiction books to find answers to questions - RWI Phonics - Active storytelling & poetry - I can write my name - Attempting to write words in line with phonological awareness – postcard
In our Maths we will focus on: (WhiteRose)	- Counting to 10 - Recognise 1, 2, 3 -Subitise 1,2,3 - circles and triangles Repeated patterns	- 1 more and 1 less (1,2,3) - 4 and 5 - 1 more and 1 less (4 and 5) - shapes with 4 sides	- 0-5 (recognising 0 and numbers to 5) -Subitising to 5 -Mass and Capacity -6,7,8	- Length, Height and Time -9 and 10 - Part / Part / Whole -Tens Frames -3D shapes	- Subitising & comparing numbers - Adding by counting on - Taking away by counting back - Counting to 20 - How many now?	- Subitising & comparing numbers - Doubling & Halving - Odds & Evens - Volume & capacity - Time -Sharing and Grouping
In Geography we will focus on:	Where do I live? PCC ELG - Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.	Does every house have a Christmas tree? PCC ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	What does our school look like? PCC ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	Comparing different environments – African Savanah and fields and hedgerows in the UK PCC ELG: Explain some similarities and differences between life in this country and life in other countries Use/make a basic map to plot where animals were at the zoo and how to find them.	Places where we see People Who Help Us PCC ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Compare the seaside environment to African Savanah and where we live. PCC ELG: Describe their immediate environment using knowledge from observation.

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In History we will focus on:	How have we changed? PP ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	Who is the baby in the hay? PP ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.	How have the seasons changed? PP ELG - Talk about the past.	Extinct animals PP ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.	What jobs do people do in my local area? Images and figures from the past e.g past uniforms compared to present. PP ELG - Talk about the lives of the people around them and their roles in society.	Looking back through the last year... PP ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
In Science we will focus on:	My growth and change. TNW ELG: I can look at how I have changed and grown.	How does the environment change in Autumn? TNW ELG: Explore the natural world around them, making observations & drawing pictures of animals and plants; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Where do all the birds and animals go in the Winter? TNW ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	Caterpillars changing and tadpoles growing TNW ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class How do plants and animals grow and change? TNW ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.	How can I keep my body healthy? MS ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. GMS ELG: Demonstrate strength, balance and coordination	Explore similarities and differences between environments in Summer. TNW ELG: Know some similarities and differences between the natural world around them and contrasting environments. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
In Art we will focus on:	What makes a face? (Explore variety of portrait artists) CWM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form & function; Share their creations, explaining the process they have used;	What are the colours of Autumn?	Chinese New Year- Year of the horse. What colours they use? CWM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Use recycled materials to create a scene for our butterflies or tadpoles. CM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;	Showing emotions in drawings CM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. BIE ELG: Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Collage – wild animals CM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.
In DT we will focus on:	What makes a building strong? CM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	What can I hang on my tree? CM ELG: Share their creations, explaining the process they have used;	Make a bird feeder. CM ELG: Explore materials, tools and techniques	Cooking – healthy food CM ELG: Safely use and explore a variety of materials, tools and techniques	Design an emergency vehicle CM ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Design a beach hut that you would like to use at the seaside. CM ELG: Share their creations, explaining the process they have used.
In PE we will focus on:	How does my body work? Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	How many different ways can I move? Movement & Development GMS ELG: Negotiate space and obstacles safely, with consideration for themselves and others;	Can I throw and catch accurately? Throwing, Rolling & Kicking Bouncing, Jumping & Landing GMS ELG: Demonstrate strength, balance and coordination when playing	Can I move in time to music? Dance Ball Skills BI&E ELG - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Why are rules important when playing games? Fitness MS ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;	How can I be a good team member? Working with Others MS ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly; BR ELG: Show sensitivity to their own and to others' needs.

	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Me & Myself MS ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.				
In Music we will focus on:	Charanga Music: Me!	Charanga Music: My Stories Nativity Performance	Charanga Music: Everyone	Charanga Music: Our World	Charanga Music: Big Bear Funk	Charanga Music: Reflect Rewind Play
<p>LAU ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>S ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>SR ELG: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or action</p> <p>BR ELG: Work and play cooperatively and take turns with others</p> <p>BI&E: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> <p>GMS ELG: Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>FMS ELG: Use a range of small tools (instrument beaters)</p>						
In RE we will focus on:	Religions: Christianity and Judaism Enquiry Question: What makes people special to me and others?	Religion: Christianity Enquiry Question: What is Christmas to me and others?	Religion: Sanatana Dharma (Hinduism) Enquiry Question: How do I and other people celebrate?	Religion: Christianity Enquiry Question: What is Easter to me and others?	Religions: Christianity, Islam, Sanatana Dharma, Sikhi Enquiry Question: What can I and other people learn from stories?	Religions: Christianity, Islam, Judaism Enquiry Question: What makes places special to me and others?
In Computing we will focus on:	Numbots – Numbers Street Art Creating	Numbots – Numbers Street Art Creating	Numbots – Numbers Street Art Creating	Numbots – Numbers Street Art Creating	Numbots – Numbers Street Art Creating	Numbots – Numbers Street Art Creating
In PSHE we will focus on:	Being me in my world MS ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly. BR ELG: Work & play co-operatively and take turns with others.	Celebrating Difference BR ELG: Show sensitivity to their own and to others’ needs.	Dreams & Goals SR ELG: Set and work towards simple goals, Give focused attention to what the teacher says, MS ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge BR ELG: Work and play co-operatively and take turns with others.	Healthy Me MS ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Relationships SR ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. BR ELG: Form positive attachments to adults and friendships with peers.	Changing Me SR ELG: Give focused attention to what teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. BR ELG: Form positive attachments to adults and friendships with peers.