Year R Curriculum Overview						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
BIG QUESTION	**What if Paddington was lost in Daventry?** (UW focus; PP&C)		**I wonder what is behind the door?** (Literacy focus; fairy tales / UW focus; P&P)		**What if the world had no colour?** (UW focus; NW – seasons / EAD focus; colour)	
English: Writing	Name writing Oral word building Labelling with initial sounds- (brown bear brown bear story focus) Setting descriptions (Initial and final sounds)- We're going on a bear hunt	Bonfire night writing – sounds (Initial middle and end sounds) Teddy bears picnic- rhyme, labelling own teddy and picnic Nursery rhymes- writing innovations (labels/ captions) Rainforest animals- description of a sloth Setting descriptions (Rainforest) Letters to Santa Santa descriptions (Captions/ orally composing sentences- attempts)	Goldilocks- narrative simple sentence writing Goldilocks innovative simple sentences Hansel and Gretel – predictive simple sentences about the witch. Fantastic writing- plot points. Recount journey through the woods. (UW link- maps)	Gruffalo writing linked to (FANTASTICS)- short sentences. Character descriptions. Adding own ideas- innovating parts of the Gruffalo. Instruction writing- Gruffalo crumble. Mother's day- sentence to describe Mum. Antartica (FANTASTICS) writing.- creating poems. Comparative sentences- Antartica.	The Greedy rainbow sentences using FANTASTICS. Letter writing 'to the rainbow to return colours' Colour poems linked to focus poem. Into the forest ' Narrative writing'	Planting a seed instructions (planting a rainbow key text) Journey – narrative writing (Using FANTASTICS) Growing up poems (FANTASTICS) Letters to new teachers. Reception year recount sentences.

English: Reading	Learning a poem 'Teddy bear Teddy bear' Brown bear brown bear (digging deeply- plot points/ T4W) We're going on a bear hunt (digging deeply- plot points/ T4W) Reading for pleasure texts- Paddington stories (wide range) Jex Alborough ' My friend bear, Where's the Teddy, It's the bear 'Old friends' - books from Preschool plus reading spine from Aut 1.	Focus poem 'Teddy bears picnic' NURSERY RHYME WEEK (Digging deeply, text maps) Roaming in the rainforest digging deeply/ plot point) Reading for pleasure texts Paddington stories (wide range) Slowly, slowly said the sloth One day on our blue planet Rosies walk 'Old friends' - books from Preschool plus reading spine from Aut	Focus poem 'Hansel and Gretel poem (performance). Goldilocks Hansel and Gretel (digging deeply- plot points/ T4W) Reading for pleasure texts- traditional tales, shh! Sally Grindley The Jolly Pocket Postman Little red riding hood Look inside the woods A walk in the woods Poetry- There was a princess long ago. When goldilocks went to the house of the bears.	Focus poem 'Gruffalo Poem'- Antartica Gruffalo Antartica (Usborne beginners) (Digging deeper- plot points/ T4W) Reading for pleasure texts: You choose Fairy Tales- Pippa Goodhart Pick a story by Sarah Coyle Alternative fairy tales such as A chair for bear/ Beware of the bears/ Goldilocks and just one bear/ Keep out!, Bears about! Non fiction- Penguins Antarctic Antics- poems about penguins.	Focus poem ' Colour by Christina Rossetti' The Greedy Rainbow (digging deeply- plot point. T4w) Into the forest (digging deeply- plot point. T4w) Reading for pleasure texts: The Colour Monster The mixed up chameleon Wake up Color Pup The day the crayons quit Usborne big book of colours – non-fiction Say hello to snowy animals non-fiction One day on our blue planet – non-fiction	Focus poem: When I grow up 'William wise' planting a Rainbow – Lois Ehlert (non-fiction) Journey – Aaron Becker (fiction) - Digging deeply plot point/ t4w Reading for pleasure texts: - VIPERS QUESTIONS USED. Mixed – Aree Chung Swatch; The Girl Who Loved Color – Julia Denos Colour Blocked – Ashley Sorenson My Many Coloured Days – Dr Seuss Mix it up

					The Little Plant – Kate L Brown	
Phonics	RWI set 1a/b	Set 1c	Ditty PCM	Red ditty books	Green	Green +
Maths	see NCETM	See NCETM	see NCETM	See NCETM	see NCETM	See NCETM
UW: NW (Science)	Animals – comparing different types. Seasonal changes Our senses Forces – push and pull (PD kinetic letters link) Materials- (EAD link Paddington slippers)	Contrasting environments (habitats)– the natural world Weather	Seasonal changes Animals contrasting environments (artic, desert, local) Our senses	Weather	Seasonal changes Our senses	Plant explorations - Growing, observing. - cycles Changing states of matter Weather
Umbrella Question	What is Paddington?	Paddington is a bear – should he live in Daventry?	What animals could you find here?	Are weathers the same?	Are colours all around us?	Can objects change colour – how?
UW: PP (History)	Own timeline	Bonfire night / Guy Fawkes (light touch)	Talking to parents / grandparents Images of home/school/transport in the past	Understanding the past through stories (Key texts EYFS progression document)	Inventions (television) – timeline through history.	Louis Braille (light touch)
Umbrella Question	What is your history?		Can we find out about the past by talking to our family and friends?		Have things always been the colourful?	What if you couldn't see colour?
UW: PP&C (Geography)	Daventry; home-school / simple maps (routes) Local area features	Comparison with the Rainforest - Peru	creating maps (key features of a map)	Stepping into different environments; desert, artic, etc		Life in different countries – similarities and

				Aerial photos features		differences to their own lives
Umbrella Question	How can you help Paddington find his way around?	What is similar or different about Peru and Daventry?		Where do doors lead? What is behind our door?		Do all countries look the same?
EAD : Creating with Materials (Art)	Names of colours Colour mixing Peggy Fortnam – illustrator	Inca fabrics and pattern	Line Enclosed shapes Salvador Dali, Pablo Picasso, Rene Margritte – wow, strange images		Primary and secondary colours Shapes Working collaboratively Jackson Pollock, Wassily Kandisky, Paul Klee, Antoni Gaudi, Brice Marden	
Umbrella Question	What colours does Paddington wear?	What can we find out about pattern?	How do artists use their imagination? Is the work real or abstract?		Can we work together to make and name lots of colours?	
EAD : Creating with Materials (Design)	<u>Textiles</u> Design, make and evaluate a <u>pair of slippers</u> (product) for <u>Paddington</u> (user) for <u>wearing inside</u>, when he takes his wellies off (purpose) - Materials link			<u>Construction</u> Design, make and evaluate <u>props / puppets</u> (product) for <u>you</u> (user) to use <u>in story telling</u> (purpose) Making use of props / shadow puppets OR wooden structures – dens		<u>Food</u> Design, make and evaluate <u>fruit & vegetables</u> (product) for a <u>friend</u> (user) to <u>eat</u> (purpose)

		Seasonal cooking; Christmas		Seasonal cooking; pancake day		Seasonal
 **Umbrella Question**	What does Paddington need to wear?					Is colourful food better?
Computing	Awesome Autumn: Algorithms, Decomposition, Collaborating, Logic, Creating, Pattern		Map Fun (Summer Fun): Creating, Pattern, Persevering, Logic, Algorithms, Collaborating, Tinkering, Debugging		Growing Time (Spring Time): Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition	
Online safety	**Self-Image and Identity** I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	**Online Relationships** I can give examples of how I (might) use technology to communicate with people I know	**Online Reputation** I can identify ways that I can put information on the internet. I can recognise that information can stay online and could be copied.	**Online Bullying** I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel	**Managing Online Information** I can identify devices I could use to access information on the internet. I can talk about how to use the internet as a way of finding information online.	**Privacy and Security** I can describe who would be trustworthy to share this information with; I can explain why they are trusted I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
Music	Sing and Dance	Christmas songs	The Good morning song	Transport Easter songs	Rhythm/ Animals	Cartoon / Superheroes
PE- S4A	Intro to PE – Unit 1	Ball Skills	Dance	Gymnastics	Football Fundamentals	Games – Unit 1

UW; PP&C (RE)	Celebrations: Christmas, Harvest festival, Diwali		Different cultures: Chinese New Year	Own culture: Pancake Day, Lent, Easter, Mothers' Day	Story time: Christianity, Judaism, Islam	Significant people in religion and our lives
 **Umbrella question**	Why do we use food to celebrate?	How do we celebrate special events?	How are we different?	What is special to me?	What can we learn from stories?	Who is important in the world?
PSHE	**No Outsiders Book: To say hello by Brendan Wenzel. WALT: Know how to make friends.** Jigsaw: Being me in this world.	**No Outsiders Book: Blue Chameleon by Emily Gravett WALT: Know I can make friends with anyone.** Jigsaw: Celebrating Difference	**No Outsiders Book: Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt WALT:Know we are all different.** Jigsaw: Dreams and Goals	**No Outsiders Book: The Family Book by Todd Parr WALT: Know our families are all different.** Jigsaw: Healthy me	**No Outsiders Book: Mommy, Mamma and Me by Leslea Newman and Carol Thompson WALT: Know all families are different and mine is special.** Jigsaw: Relationships	**No Outsiders Book: Super duper you by Sophie Henn WALT: Know I am growing up and changing.** **PROTECTIVE BEHAVIOURS:** 1. Feelings 2. Body awareness 3. Early Warning sings/Scary body feelings 4. Telling and secrets