

St. Andrew's - a Good Samaritan School. Making a difference so all can flourish



St Andrew's C of E Primary School

Ready, Respectful, Safe



With Faith, Hope & Love we can achieve greater things.

Year R Curriculum Map

	Autumn		Spring		Summer	
Topic	Marvellous Me	Awesome Authors	Reach for the Stars	Commotion in the Ocean	All Creatures Great and Small	Rumble in the Jungle
Now Press Play						
Reading	<p>Getting to know you (Assessments)</p> <p>Read individual letters by saying the sounds for them</p>	<p>To begin to use vocabulary during role-play Blend sounds into words</p> <p>Sequence a story using repetition</p> <p>PHONICS - Oral Blending</p>	<p>Understand story structure</p> <p>Read words consistent with their phonic knowledge by sound blending</p> <p>Retell a story</p> <p>PHONICS - Ditty Papers</p>	<p>Spell words by identifying sounds in them</p> <p>Read some diagraphs</p> <p>Read a few common exception words</p> <p>PHONICS - Red Group</p>	<p>Retell stories and narratives</p> <p>Engage in non-fiction books</p> <p>Read some diagraphs (Set 2)</p> <p>Make up their own stories</p> <p>Read aloud simple sentences including some common exception words.</p> <p>PHONICS - GREEN Group</p>	<p>Anticipate key events in stories</p> <p>Know all sounds and 10 diagraphs</p> <p>Know all sounds and 10 diagraphs</p> <p>PHONICS - GREEN/PURPLE Group</p>
Writing - Fiction Non-Fiction Plays Poetry	<p>Disco Dough</p> <p>Write recognisable letters</p>	<p>Drawing Club</p> <p>Begin to write/Write initial sounds in words</p>	<p>Begin to write/Write CVC words</p>	<p>Begin to write/Write simple phrases</p>	<p>Begin to write / Write simple sentences</p>	<p>Write simple sentences</p> <p>Write letters, most are correctly formed</p> <p>Write short sentences using a capital letter and full stop.</p>

<p>Maths Number ongoing</p>	<p><u>2D shapes</u> <u>Pattern</u></p> <ul style="list-style-type: none"> Explore 2D shapes (for example, circles, rectangles, triangles and squares) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. 	<p><u>Size</u> <u>Time routines</u> <u>Ordinal numbers</u></p> <ul style="list-style-type: none"> To begin to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Make comparisons between objects relating to size Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... 	<p><u>Exploring shape 2D & 3D</u> <u>Length</u></p> <ul style="list-style-type: none"> Explore 3D shapes (for example, cube, sphere, cone, cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Compare length 	<p><u>Capacity</u> <u>Weight</u> <u>Patterns</u></p> <ul style="list-style-type: none"> Compare, weight and capacity. Continue, copy and create repeating patterns 	<p><u>Properties of shape</u> <u>2D & 3D</u></p> <ul style="list-style-type: none"> Explore 2D shapes (for example, circles, rectangles, triangles and squares) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Explore 3D shapes (for example, cube, sphere, cone, cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<p><u>Patterns</u></p> <ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
<p>Science (Understanding of the World)</p>	<p><u>Senses</u> <u>Weather/Seasons</u></p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Explore natural materials, indoors and outside. Understand the effect of changing seasons on the natural world around them. Return to and build on their previous learning, refining 	<p><u>Weather/Seasons</u></p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<p><u>Light and Dark</u> <u>Healthy Eating</u></p> <ul style="list-style-type: none"> Understand the key features of the life cycle of a plant(Forest School) Understand the importance of healthy food choices Know and talk about the different factors that support their overall health and 	<p><u>Materials including</u> <u>Floating and Sinking</u> <u>Changes</u></p> <ul style="list-style-type: none"> Talk about the differences between materials and changes they notice 	<p><u>Growth</u> <u>Lifecycles</u> <u>Animals/Habitats</u></p> <ul style="list-style-type: none"> Understand the key features of the life cycle of an animal Recognise some environments that are different to the one in which they live. 	<p><u>Transport</u></p> <p><i>Links made to getting to the jungle and moving around in the jungle.</i> <i>Wheels</i></p>

	ideas and developing their ability to represent them.		wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian			
Forest School	<p><u>Senses</u> Senses walk</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p><u>Autumn</u> Seasons</p> <p>Sorting Leaves Pumpkins Understand the effect of changing seasons on the natural world around them.</p>	<p><u>Tools</u> Hammers, Saw etc</p> <p>Explore how things work.</p>	<p><u>Lifecycles</u> Lifecycle of a plant and an animal</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p><u>Exploring all topics</u></p> <p>Making observations and drawing pictures of animals and plants.</p>	<p><u>Minibeasts</u> <u>Plants</u> <u>Animals</u></p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p>
<p>RE (Understanding of the World) (UC- Understanding Christianity WA - Wolverhampton Agreed Syllabus)</p>	<p><u>Religious Festivals (WA)</u></p> <ul style="list-style-type: none"> To begin to have an understanding of special awareness 	<p><u>Why do Christians perform Nativity plays at Christmas? (UC...Incarnation)</u></p> <ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	<p><u>Why do Christians put a cross in an Easter Garden? (UC...Salvation)</u></p> <ul style="list-style-type: none"> Children begin to know about their own beliefs and cultures and those of other people Recognise that some people have different beliefs and celebrate times in different ways 	<p><u>Playful RE (WA)</u></p> <ul style="list-style-type: none"> To begin to explore and find out about places and objects that matter in different cultures and beliefs They explore, observe and find out about places and objects that matter in different cultures and beliefs. 	<p><u>Why is the word "God" so important to Christians? (UC...Creation)</u></p> <ul style="list-style-type: none"> To begin to understand the creation story To begin to understand why the word 'God' is important to Christian To begin to understand why the word 'God' is important to Christian 	
Trips/Experiences	Trip: West Park (Geog)	Trip : Wonderland (Lit)	Memorable Experience: PJ Space Party (Hist)	Memorable Experience: Pirate Party (Art and Design)	Visitor: Animal Man (Sci)	Visit: Safari Park (Geog)

History (Understanding of the World)	<u>Growing Up/ Birthdays</u> <ul style="list-style-type: none"> To begin to have an understanding of special awareness Recognise that people have different beliefs and celebrate special times in different ways. 	<u>Family</u> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. 	<u>Stories from the past</u> <u>Space visits</u> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<u>History of pirates</u> <u>Compare and contrast figures from the past</u> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<u>Environments</u> <u>Change</u> <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. 	<u>Similarities and differences</u> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries.
Geography (Understanding of the World)	<u>Weather Changes</u> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	<u>Routes</u> <ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<u>Our world</u> <i>Links made through Space topic</i>	<u>Maps</u> <ul style="list-style-type: none"> Draw information from a simple map. 	<u>The Local environment</u> <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. 	<u>Journeys</u> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries.
Art & DT (Expressive Arts & Design)	<u>Experiment with textures</u> <u>Role-play</u> <u>Explore media and materials</u> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<u>Elves and shoemaker shoes</u> <u>Cards and calendars</u> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, Explore, use and refine a variety of artistic effects to express their ideas and feelings 	<u>Space rockets</u> <u>Plan/evaluate models</u> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools safely Explore how things work. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, 	<u>Colour mixing</u> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools safely Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<u>Minibeasts</u> <u>observational drawings</u> <u>Create collaboratively</u> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools confidently Hold a pencil effectively using the tripod grip in almost all cases Make observations and drawing 	<u>Making models of transport</u> <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. 		<p>texture, form and function.</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Share their creations, explaining the process they have used. 	<p>pictures of animals and plants</p> <ul style="list-style-type: none"> Create collaboratively sharing ideas, resources and skills. 	
<p>PE</p> <p>Dance (Strictly)</p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses 	<p><u>Gym</u></p> <p>Build & reinforce nursery on floor</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Combine different movements with ease and fluency 	<p><u>Gym</u></p> <p>Build & reinforce nursery on floor</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency 	<p><u>Games</u></p> <p>Develop knowledge and equipment/Multi-skills</p> <ul style="list-style-type: none"> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To negotiate space safely Watch and talk about dance and performance art, expressing their feelings and responses 	<p><u>Games</u></p> <p>Develop knowledge and equipment/Multi-skills</p> <ul style="list-style-type: none"> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To negotiate space safely 	<p><u>Games:</u></p> <p>Co-operative games</p> <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To negotiate obstacles with consideration for themselves and others. 	<p><u>Games</u></p> <p>Co-operative games</p> <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To negotiate obstacles with consideration for themselves and others.
<p>PSHE Jigsaw</p>	<p>Being Me in My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
<p>Music</p>	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and song 		<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. 		<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	



• Sing in a group or on their own, increasingly matching the pitch and following the melody.