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| WEST GREEN  PRIMARY SCHOOL    Year R Curriculum Map | **Autumn term 1- Marvellous me** |
| Blue objectives: EYFS curriculum specific to year group  Red: Activities at West Green | |

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| **Personal, Social and Emotional Development**  **30-50 months:**  Can play in a group, extending and elaborating play ideas,  Initiates play, offering cues to peers to join them.  Keeps play going by responding to what others are saying or doing.  Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  Can select and use activities and resources with help.  Welcomes and values praise for what they have done.  Shows confidence in asking adults for help.  Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.  **40-60 months:**  Initiates conversations, attends to and takes account of what others say.  Can describe self in positive terms and talk about abilities.  Confident to speak to others about own needs, wants, interests and opinions.  Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.  Getting to know you games  Home visits  Share treasure boxes  Baby photos  Visit from a baby  Starting school books  Feelings books | **Communication and Language**  **30-50 months:**  Listens to others one to one or in small groups, when conversation interests them.  Focusing attention – still listen or do, but can shift own attention.  Is able to follow directions (if not intently focused on own choice of activity).  Understands use of objects.  Responds to simple instructions, e.g. to get or put away an object.  Beginning to understand ‘why’ and ‘how’ questions.  Can retell a simple past event in correct order (e.g. went down slide, hurt finger).  Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  Uses intonation, rhythm and phrasing to make the meaning clear to others.  Uses vocabulary focused on objects and people that are of particular importance to them.  **40-60 months:**  Maintains attention concentrates and sits quietly during appropriate activity.  Listens and responds to ideas expressed by others in conversation or discussion.  Uses language to imagine and recreate roles and experiences in play situations.  Links statements and sticks to a main theme or intention.  Share treasure boxes  Special times discussions  How parents help us?  Baby photos  Timeline of our childhood  Building up carpet sessions | **Physical Development**  **30-50 months:**  Moves freely and with pleasure and confidence in a range of ways.  Mounts steps or climbing equipment using alternate feet.  Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  Can copy some letters, e.g. letters from their name.  Can tell adults when hungry or tired or when they want to rest or play.  Observes the effects of activity on their bodies.  Understands that equipment and tools have to be used safely.  Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.  Can usually manage washing and drying hands.  Dresses with help.  **40-60 months:**  Experiments with different ways of moving.  Handles tools, objects, construction and malleable materials safely and with increasing control.  Shows a preference for a dominant hand.  Begins to use anticlockwise movement and retrace vertical lines.  Eats a healthy range of foodstuffs and understands need for variety in food.  Usually dry and clean during the day.  Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  PE sessions  Activities set up in choosing time  Using a variety of writing tools independently and with adult’s support.  Using tools in sand and water.  Introduction of rolling snack.  Daily fine motor opportunities always available in various forms.  Large and small physical and balance equipment available. | **Literacy**  **30-50 months:**  **Reading**  Listens to and joins in with stories and poems, one-to-one and also in small groups.  Joins in with repeated refrains and anticipates key events and phrases in stories.  Listens to stories with increasing attention and recall.  Shows interest in illustrations and print in books and print in the environment.  Recognises familiar words and signs such as own name and advertising logos.  Looks at books independently.  Handles books carefully.  Knows information can be relayed in the form of print.  Holds books the correct way up and turns pages.  Knows that print carries meaning and, in English, is read from left to right and top to bottom.  **Writing**  Sometimes gives meaning to marks as they draw and paint.  Ascribes meanings to marks that they see in different places.  **40-60 months:**  **Reading**  Hears and says the initial sound in words.  **Writing**  Gives meaning to marks they make as they draw, write and paint.  Hears and says the initial sound in words.  Links sounds to letters, naming and sounding the letters of the alphabet.  Writes own name.  Daily name writing for self registration  This house is for Everyone  Feelings books  Logos and familiar signs  Non-fiction on seasons and families/starting school.  Elmer  Rainbow Fish  Writedance  Writing name practise  Read Write Inc  Tailored handwriting interventions  Writing captions about ourselves and our families. |
| **Maths**  **30-50 months:**  **Number**  Uses some number names and number language spontaneously.  Uses some number names accurately in play.  Recites numbers in order to 10.  Knows that numbers identify how many objects are in a set.  Sometimes matches numeral and quantity correctly.  Shows an interest in numerals in the environment.  Shows an interest in representing numbers.  Realises not only objects, but anything can be counted, including steps, claps or jumps.  **SSM**  Shows an interest in shape and space by playing with shapes or making arrangements with objects.  Shows awareness of similarities of shapes in the environment.  Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.  Shows interest in shapes in the environment.  Uses shapes appropriately for tasks.  Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.  **40-60 months:**  **Number**  Recognise some numerals of personal significance.  Recognises numerals 1 to 5.  Counts up to three or four objects by saying one number name for each item.  Counts actions or objects which cannot be moved.  Counts objects to 10, and beginning to count beyond 10.  Counts out up to six objects from a larger group.  **SSM**  Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.  Selects a particular named shape.  Uses familiar objects and common shapes to create and recreate patterns and build models.   Orders and sequences familiar events.  Shape hunt  Number songs  Counting people in our families  Sorting and counting  Matching objects to amounts  Formation of numbers in various media | **Understanding the World**  **30-50 months:**  Shows interest in the lives of people who are familiar to them.  Remembers and talks about significant events in their own experience.  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  Developing an understanding of growth, decay and changes over time.  Knows how to operate simple equipment e.g. turns on CD player and uses remote control.  Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  **40-60 months:**  Enjoys joining in with family customs and routines.  Looks closely at similarities, differences, patterns and change.  Completes a simple program on a computer.  Uses ICT hardware to interact with age-appropriate computer software.  **ELG:**   Children talk about past and present events in their own lives and in the lives of family members.  Harvest  Autumn  Changes in seasons  Daily weather  Share treasure boxes  Baby photos  Story station  Laptops and learning pads to draw ourselves | **Expressive Arts and Design**  **30-50 months:**  Explores colour and how colours can be changed.  Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  Developing preferences for forms of expression.  Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  Engages in imaginative role-play based on own first-hand experiences.  **40-60 months:**  Create simple representations of events, people and objects.  Chooses particular colours to use for a purpose.  Explores what happens when they mix colours.  Self-portraits  Colour mixing – shades and tints  Line drawing of their favourite thing, with thin black pen  Role play area set up as a home corner |  |

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| WEST GREEN  PRIMARY SCHOOL    Year R Curriculum Map | **Autumn term 2- Enchanted tales** |
| Blue objectives: EYFS curriculum specific to year group  Red: Activities at West Green | |

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| **Personal, Social and Emotional Development**  **30-50 months:**  Building on last half term plus:  Enjoys responsibility of carrying out small tasks.  Is more outgoing towards unfamiliar people and more confident in new social situations.  Confident to talk to other children when playing, and will communicate freely about own home and community.  Can usually adapt behaviour to different events, social situations and changes in routine.  **40-60 months:**  Building on last half term plus:  Aware of the boundaries set, and of behavioural expectations in the setting.  Can usually adapt behaviour to different events, social situations and changes in routine.  Explains own knowledge and understanding, and asks appropriate questions of others.  Takes steps to resolve conflicts with other children, e.g. finding a compromise.  Share favourite nursery rhymes and what they celebrate at circle time  Follow rules and routines with less direction  Introduce rhyme time bag  Introduce helping hands  Assign roles and responsibilities during tidy up time within indoor and outdoor environments  Introduce friendship box  Divali  Christmas | **Communication and Language**  **30-50 months:**  Building on last half term plus:  Listens to stories with increasing attention and recall.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.  Beginning to use more complex sentences to link thoughts (e.g. using and, because).  Questions why things happen and give explanations. Asks e.g. who, what, when, how.  Uses a range of tenses (e.g. play, playing, will play, played).  Builds up vocabulary that reflects the breadth of their experiences.  Uses talk in pretending that objects stand for something else in play, e,g, ‘This box is my castle.’    **40-60 months:**  Building on last half term plus:  Two-channelled attention – can listen and do for short span.  Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.  Able to follow a story without pictures or props.  Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  Introduces a storyline or narrative into their play.  Andy Goldsworthy – positional language  Read traditional stories  New fictional stories  Rhyming books  Making up rhyming nursery rhymes together  Re-telling stories  International rhyme and poetry week  Divali  Christmas | **Physical Development**  **30-50 months:**  Building on last half term plus:  Can stand momentarily on one foot when shown.  Can catch a large ball.  Draws lines and circles using gross motor movements.  Holds pencil near point between first two fingers and thumb and uses it with good control.  **40-60 months:**  Building on last half term plus:  Jumps off an object and lands appropriately.  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment.  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  Uses simple tools to effect changes to materials.  Begins to form recognisable letters.  Shows understanding of how to transport and store equipment safely.  Practices some appropriate safety measures without direct supervision.    PE sessions  Activities set up in choosing time  Dance props (scarves, etc.)  Using bikes  Different size balls  Discussions about the safety of using large and small physical equipment and the need to stay safe  Gross and fine motor focus group sessions | **Literacy**  **30-50 months:**  Building on last half term plus:  **Reading**  Enjoys rhyming and rhythmic activities.  Shows awareness of rhyme and alliteration.  Recognises rhythm in spoken words.  Joins in with repeated refrains and anticipates key events and phrases in rhymes.  **40-60 months:**  Building on last half term plus:  **Reading**  Continues a rhyming string.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books and rhymes.  **Writing**  Writes other things such as labels, captions.  Can segment the sounds in simple words and blend them together.  Read traditional stories  New fictional stories  Familiar nursery rhymes and poems.  Christmas story  Non-fiction – celebrations and festivals  Rhyming books  Write lists, cards and letters  Writedance  Letters to Father Christmas  Finding rhymes within books  Records a rhyming string in Humpty Dumpty and Hickory, Dickory Dock.  Half termly book change in the book corner  Weekly library visits |
| **Maths**  **30-50 months:**  **Building on last half term plus:**  **Number**  Beginning to represent numbers using fingers, marks on paper or pictures.  Shows curiosity about numbers by offering comments or asking questions.  Compares two groups of objects, saying when they have the same number.  Shows an interest in number problems.  **SSM**  Uses positional language.  **40-60 months:**  **Building on last half term plus:**  **Number**  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  Counts an irregular arrangement of up to ten objects.  Records, using marks that they can interpret and explain.  **SSM**  Can describe their relative position such as ‘behind’ or ‘next to’.  Andy Goldsworthy – positional language.  Counting autumn leaves  Natural objects used to represent numbers  Natural objects to describe the size of items and groups  Number rhymes (more than –less than)  Number formation rhymes  Counting songs | **Understanding the World**  **30-50 months:**  **Building on last half term plus:**  Recognises and describes special times or events for family or friends.  Knows that information can be retrieved from computers  **40-60 months:**  **Building on last half term plus:**  Enjoys joining in with family customs and routines.  Completes a simple program on a computer.  Uses ICT hardware to interact with age-appropriate computer software.  **ELG:**  They know about similarities and differences between themselves and others, and among families, communities and traditions.  Bonfire night  Diwali  Remembrance day  Christmas  Possibly winter – dependant on weather. | **Expressive Arts and Design**  **30-50 months:**  **Building on last half term plus:**  Enjoys joining in with dancing and ring games.  Sings a few familiar songs.  Beginning to move rhythmically.  Imitates movement in response to music.  Taps out simple repeated rhythms.  Explores and learns how sounds can be changed.  Uses movement to express feelings.  Creates movement in response to music.  Sings to self and makes up simple songs.  Makes up rhythms.  **40-60 months:**  **Building on last half term plus:**  Begins to build a repertoire of songs and dances.  Explores the different sounds of instruments.  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Andy Goldsworthy  Make up own nursery rhymes  Musical instruments – slow/fast, loud/soft – play with nursery rhymes  Christmas cards  2018 calendar |  |