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| WEST GREEN  PRIMARY SCHOOL    Year R Curriculum Map | **Spring 1 – People Who Help Us** |
| Blue objectives: EYFS curriculum specific to year group  Red: Activities at West Green | |

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| **Personal, Social and Emotional Development**  Embedding and practising skills from last term plus:  **ELG:**   Children play co-operatively, taking turns with others.   They take account of one another’s ideas about how to organise their activity.   They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.   Children are confident to try new activities, and say why they like some activities more than others.   They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.   They say when they do or don’t need help.   Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.   They work as part of a group or class, and understand and follow the rules.   They adjust their behaviour to different situations, and take changes of routine in their stride.  Learning powers  Working together  Learning about acceptable and not acceptable behaviours  Friendship box  Circle times to build self-esteem and build positive relationships  Police station-turn taking focus  Superhero values  Learning Powers | **Communication and Language**  Embedding and practising skills from last term plus:  **ELG:**   Children listen attentively in a range of situations.   They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.   They give their attention to what others say and respond appropriately, while engaged in another activity.   Children follow instructions involving several ideas or actions.   They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.   Children express themselves effectively, showing awareness of listeners’ needs.   They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.   They develop their own narratives and explanations by connecting ideas or events.  Games that include following several actions  Develop own role play/small world stories  Share experiences they have done, are doing and will do – model.  Asking questions of visitors.  Discussions and evaluation oif the different occupations | **Physical Development**  Embedding and practising skills from last term plus:  **40-60 months:**   Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  **ELG:**   Children show good control and co-ordination in large and small movements.   They move confidently in a range of ways, safely negotiating space.   They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.  PE sessions  Activities set up in choosing time  Writing in different media (sand, cornflour, glitter, etc.)  Gross and fine motor focus group sessions  Police bikes  How to store out bikes safely.  Independently getting change for PE  Choreography and evaluation of dance movements of themselves and others | **Literacy**  Embedding and practising skills from last term plus:  **30-50 months:**  **Reading**   Beginning to be aware of the way stories are structured.   Suggests how the story might end.   Describes main story settings, events and principal characters.  **40-60 months:**  **Reading**   Links sounds to letters, naming and sounding the letters of the alphabet.   Begins to read words and simple sentences.   Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.   Enjoys an increasing range of books.   Knows that information can be retrieved from books and computers.  **Writing**   Begins to break the flow of speech into words.   Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.   Writes other things such as labels, captions.   Attempts to write short sentences in meaningful contexts.  Non-fiction – people who help us  Stories of People Who Help us  Fact writing  Questions  Super sentences  Writedance  Read Write Inc  Tailored letter formation interventions  Thank you letters to Mr Harrington  Label safety equipment |
| **Maths**  Embedding and practising skills from last term plus:  **30-50 months:**  **Number**   Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  **40-60 months:**  **Number**   Estimates how many objects they can see and checks by counting them.   Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.   Finds the total number of items in two groups by counting all of them.   Says the number that is one more than a given number.   Finds one more or one less from a group of up to five objects, then ten objects.   In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  **ELG:**   Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.  **SSM**  **40-60 months:**   Orders two or three items by length or height.   Beginning to use everyday language related to money.   Measures short periods of time in simple ways.    Role play area as shop  Adding people and vehicles  Group height ordering  Routine ordering  Using objects to practise one more /one less  Finding objects that are shorter or longer than a given object and order the lengths and heights.  Order my school day  Days of the week rhyme  Months of the year song | **Understanding the World**  Embedding and practising skills from last term plus:  **30-50 months:**   Shows interest in different occupations and ways of life.   Talks about why things happen and how things work.  **40-60 months:**   Looks closely at similarities, differences, patterns and change.    **ELG:**   They know that other children don’t always enjoy the same things, and are sensitive to this.   Children recognise that a range of technology is used in places such as homes and schools.   They select and use technology for particular purposes.  Invite parents in to talk to us about their jobs  Spring – changes they notice  Plants and growing  Chinese New Year  Visitors (policeman, fireman)  Looking for pictures of people who help us using laptops  E-books  Learning about different occupations from our visitor and non-fiction books | **Expressive Arts and Design**  Embedding and practising skills from last term plus:  **30-50 months:**   Explores colour and how colours can be changed.   Uses various construction materials.   Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.   Joins construction pieces together to build and balance.   Realises tools can be used for a purpose.   Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.   Uses available resources to create props to support role-play.  **40-60 months:**  Explores what happens when they mix colours.   Understands that different media can be combined to create new effects.   Manipulates materials to achieve a planned effect.   Constructs with a purpose in mind, using a variety of resources.   Uses simple tools and techniques competently and appropriately.   Selects appropriate resources and adapts work where necessary.   Selects tools and techniques needed to shape, assemble and join materials they are using.   Introduces a storyline or narrative into their play.   Plays alongside other children who are engaged in the same theme.  **ELG:**   Children sing songs, make music and dance, and experiment with ways of changing them.   They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.   Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.   They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  Big scale drawing and painting of People Who help us.  Junk model emergency vehicles.  Small world using emergency services  999 call centre outside including bikes  Hairdresser role play |  |

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| WEST GREEN  PRIMARY SCHOOL    Year R Curriculum Map | **Spring 2 – Amazing animals** |
| Blue objectives: EYFS curriculum specific to year group  Red: Activities at West Green | |

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| **Personal, Social and Emotional Development**  Embedding and practising skills from Autumn and last half term.    How to behave in different situations e.g visitor in school  How I can help other people  How can I start solving my own problems | **Communication and Language**  Embedding and practising skills from Autumn and last half term.  Speaking in a range of situations and to different adults confidently  Healthy/ unhealthy food sorting  Knowing the importance of the exercise and how it helps us to stay healthy  What do animals need to survive  What do plants need to survive  Descriptions of animals  Habitats | **Physical Development**  Embedding and practising skills from Autumn and last half term, plus:  **ELG:**   They handle equipment and tools effectively, including pencils for writing.   Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.  Healthy eating –  Tooth diary  Examining teeth using dental mirrors  Large models of teeth and toothbrushes  Obstacle course  Healthy/ unhealthy food sorting  Pencil skills interventions  Move like different animals  Introduce more precision tools and equipment  Daily handwriting sessions | **Literacy**  Embedding and practising skills from Autumn and last half term, plus:  **ELG:**  **Reading**   Children read and understand simple sentences.   They use phonic knowledge to decode regular words and read them aloud accurately.   They also read some common irregular words.   They demonstrate understanding when talking with others about what they have read.  **Writing**   Children use their phonic knowledge to write words in ways which match their spoken sounds.   They also write some irregular common words.   They write simple sentences which can be read by themselves and others.   Some words are spelt correctly and others are phonetically plausible.  Non-fiction – label parts of animals, facts  Recount  Animal stories  Red words video  Animal descriptions  Dear zoo  Rumble in the jungle  The tiny seed  Daily sentence writing  Stick man  Gruffalo  We’re going on a Bear Hunt  Traditional stories  Individual and group reading  Recount from our trip |
| **Maths**  Embedding and practising skills from Autumn and last half term, plus:  **40-60 months:**  **Number**   Begins to identify own mathematical problems based on own interests and fascinations.  **ELG:**   Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.  **SSM**   Uses everyday language related to time.   Orders two items by weight or capacity.  Problem solving  Use everyday objects and mathematical equipment to add and subtract  Use everyday objects and mathematical equipment to double  Estimate and compare weights of objects  Order my school day  Days of the week rhyme  Months of the year song  Introduce coins (including real coins in role play area) | **Understanding the World**  Embedding and practising skills from Autumn and last half term.  Wesak  Easter  Holi  Spring  Plants – growing and changes | **Expressive Arts and Design**  Embedding and practising skills from Autumn and last half term, plus:  **30-50 months:**   Beginning to be interested in and describe the texture of things.   Developing preferences for forms of expression.   Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.  **40-60 months:**   Experiments to create different textures.   Plays cooperatively as part of a group to develop and act out a narrative.  **ELG:**   Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.   They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  Jackson Pollack  School role play  Big scale drawing and painting of a chosen animal  using different textures  My supertato  Farm shop |  |