



# Year R Curriculum Overview

## Curriculum Intent:

At Egerton Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people.

We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

## Curriculum Implementation:

At Egerton Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the ReadWrite Inc. programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents enjoy using Tapestry to engage in their child's learning and share experiences from home. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

## Curriculum Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

EYFS Area of Learning	ELG	Year R	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	
			All about me	Fairy Tales	Countries	Toys	Down on the Farm	Mini-Beasts	
Literacy	Comprehension	READING Key Texts	Listen and enjoy sharing a range of books.  Hold a book correctly, handle with care.  Know that a book has a Beginning and an end and can hold the book the right way up and turn some pages appropriately.  Enjoy joining in with rhyme, songs and poems.	Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.  Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.  Sequence two events from a familiar story, using puppets pictures from book or role-play.	Show understanding of some words and phrases in a story that is read aloud to them.  Express a preference for a book, song or rhyme, from a limited selection.  Play is influenced by experience of books (small world, role play).	Retell stories in the correct sequence, draw on language patterns of stories  Suggest how an unfamiliar story read aloud to them might end.  Give a simple opinion on a book they have read, when prompted.	Correctly sequence a story or event using pictures and/or captions.  Make simple, plausible suggestions about what will happen next in a book they are reading.  Know the difference between different types of texts (fiction, nonfiction, poetry)	Recall the main points in text in the correct sequence, using own words and include new vocabulary.  With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.	
	Word Reading		Phonics (RWI)	Read single-letter Set 1 sounds	Read all Set 1 sounds; blend sounds into words orally	Blend sounds to read words; read short Ditty stories	Read Red Storybooks	Read Green Storybooks; read some Set 2 sounds	Read Green or Purple Story books
	Writing		WRITING	RWI: Letter formation	RWI: Letter formation	Red Ditty Books – story sentences	Red Ditty Books – story sentences	RWI: Green fiction books build a sentence narrative RWI: Green non-fiction books explanation	RWI: Green fiction books build a sentence narrative RWI: Green non-fiction books recount
Fine Motor Skills	To know which hand to write with.  To use a dominant hand.	To begin to use anticlockwise movement and retrace vertical lines		To know how to use scissors effectively.	To handle tools, objects, construction and malleable materials safely and with increasing control.	To show good control and coordination in large and small movements	To know how to handle a range of equipment and tools effectively.		
Physical Development	Gross Motor Skills	PE	Fundamentals 1	Gymnastics	Games	Fundamentals 2	Dance	Ball Skills	
Communication	Listening and attention		Understand how to listen carefully and why listening is important.	Engage in story times.	Listen to and talk about select non-fiction to develop a deep familiarity with	Develop new knowledge through listening to these books	Listen to and stories to build familiarity and understanding	Listen attentively during discussions as a group as well as 1:1	

					new knowledge and familiarity.			
	<b>Understanding</b>		To know familiar songs	To know different traditional stories.	To know about different celebrations.	I understand 'why' questions and respond appropriately to them.	I can ask questions about stories that have been read to me and I have read.	I can ask questions in discussions when 1:1, in small groups and larger class discussions.
	<b>Speaking</b>		To describe different story and non-fiction text	To begin to talk about why things happen using new vocabulary learnt.	To talk confidently about why things happen using new vocabulary learnt.	To engage in meaningful conversations with other	To be able to give facts about a specified subject	To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
<b>Mathematics</b>	<b>Number</b>	<b>Maths</b>	Identify when a set can be subitised and when counting is needed.		Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.		Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.	

## Numerical Patterns

Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame

Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills

Spot smaller numbers 'hiding' inside larger numbers.

Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.

Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.

Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds.

Compare sets of objects by matching.

Begin to develop the language of 'whole' when talking about objects which have parts.

Begin to identify missing parts for numbers within 5.

Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.

Focus on equal and unequal groups when comparing numbers.

Understand that two equal groups can be called a 'double' and connect this to finger patterns.

Sort odd and even numbers according to their 'shape'.

Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.

Order numbers and play track games.

Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.

Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.

Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.

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Compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.

Begin to generalise about 'one more than' and 'one less than' numbers within 10.

Continue to identify when sets can be subitised and when counting is necessary.

Develop conceptual subitising skills including when using a rekenrek

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Expressive Arts and Design	Creating with Materials	DT	<p><b>FABRIC</b> Create a fabric puppet of themselves and their friends. Identify their key facial features.</p>	<p><b>COOKING</b> Make fairy cakes for a fairy tale picnic. Follow visual prompts to weigh, mix and decorate cakes.</p>	<p><b>FABRIC</b> Make bunting that represents and celebrates colours from around the world. Explore textures and colours. Find ways to attach different resources to fabric.</p>	<p><b>MECHANISMS</b> Explore toys that use push and pull mechanisms. Make their own toy boats and find ways to make them sail faster.</p>	<p><b>STRUCTURE</b> Draw different animals and choose a favourite to make a model of. Work together as a class to create a farm yard.</p>	<p><b>COOKING</b> Using a variety of fruit and vegetables, children will create a healthy snack in the shape of a mini-beast.</p>
		Art	<p><b>DRAWING</b> Exploring mark making through different drawing materials. Beginning to draw</p>	<p><b>SCULPTURE</b> Explore architecture and building using a variety of materials.</p>	<p><b>PRINTING</b> Explore World Art's Repeating Patterns.</p>	<p><b>PAINTING</b> Children will explore the work of Yayoi Kusaama and create</p>	<p><b>COLLAGE</b> Children will explore the use of colour and Steven Brown's work. Children will create</p>	<p><b>SCULPTURE</b> Explore the work of James Brunt using the natural world to create mini-beast sculptures</p>

	<b>Being Imaginative and Expressive</b>		from observation using faces and self-portraits as a stimulus. ARTIST: Piet Mondrian, Picasso	Final Piece – Create Your Own Fairy Tale Castle / Palace ARTIST: Buildings of the world, Frank Gehry	Children will use a variety of materials to create their own prints and repeating patterns ARTIST: World Art: African Art, Islamic geometric patterns found in the Middle East, Navajo blankets in North America, and stained-glass windows in western European religious buildings	their own spotty pictures ARTIST: Yayoi Kusaama own spotty picture	collages of farm animals using a range of materials ARTIST: Steven Brown, Megan Coyle	ARTIST: James Brunt
		<b>Music</b>	Musical Focus: Rhymes, poems & songs  Music Express Units: Who Shall I be today?	Musical Focus: Singing, playing, listening, responding, moving to music  Music Express Units: When snowflakes fall	Musical Focus: Singing, playing, listening, responding, moving to music  Music Express Units: Beyond the stars	Musical Focus: Singing, playing, listening, responding, moving to music  Music Express Units: Amazing African animals	Musical Focus: Singing, playing, listening, responding, moving to music  Music Express Units: Do you see dinosaurs?	Musical Focus: Singing, playing, listening, responding, moving to music  Music Express Units: Our growing world
<b>Understanding the World</b>	<b>Past and Present</b>	<b>History</b>	Who am I?	What sort of monarch would I be?	What celebrations do we enjoy in our setting?	How have toys changed over the last 150 years?	What do we wear at different times of the day?	Why should we look after our local environment?
	<b>People, Culture and Communities</b>	<b>Geography</b>	Who am I?	What would my Kingdom be like?	Where do people live?	What does Spring look like?	What happens on a farm?	In which environment do minibeasts thrive best?
		<b>RE</b>	CREATION Why is the word 'God' so important to Christians?	<b>OLD TESTAMENT STORIES</b> Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	<b>NEW TESTAMENT STORIES</b> Which stories are special and why?	SALVATION Why do Christians put a cross in an Easter Garden?	<b>WORLD FAITH STORIES</b> Which stories are special and why? Islam, Judaism	<b>WORLD FAITH STORIES</b> Which stories are special and why? Hindu Dharma, Sikhi
		<b>Computing</b>	Barefoot for Early Years Busy Bodies	Barefoot for Early Years Awesome Autumn	Barefoot for Early Years Winter Warmers	Barefoot for Early Years Boats Ahoy	Barefoot for Early Years Springtime	Barefoot for Early Years Summer Fun
<b>The Natural World</b>	<b>Science</b>	Keeping myself clean and healthy (changing seasons)	Materials	Freezing and melting (Changing Seasons)	Investigations	Plants and animals (Seasonal change)	Minibeasts	

Personal, Social and Emotional Development	Self-Regulation	PSHE	My Feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening & following instructions	Building relationships: My family & friends	Managing self: My well-being
	Managing Self							
	Building Relationships							

RRSA	Understanding the rights of a child	Article 1 Definition of a child Everyone under 18 has rights	Article 7 Name and Nationality I have the right to a name and to belong to a country.	Article 2 No Discrimination All children have rights.	Article 9 Keeping families together I have the right to live with a family who cares for me.	Article 28 Access to education I have the right to an education.	Article 31 Rest, Play, Culture, Arts I have the right to relax and play.
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