

Year Group: R
2022-2023

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Year Group: R 2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic and key question. These themes may be adapted at various points to allow for children's interests within the provision.	Settling and Getting to Know You Who am I?	Celebrations How do we celebrate?	Polar Explorers Who lives here? Chinese New Year How do we celebrate?	Farm to Fork Where does our food come from?	Growing How do plants grow? Everyday Heroes Who helps us?	Minibeasts Under the sea Who lives here?
Drivers	Communication and language	Understanding the World RE	Understanding the World	Understanding the World	Understanding the World	Understanding the World
Key Principles	<p style="text-align: center;">Overarching Principles</p> <p style="text-align: center;">Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</p> <p style="text-align: center;">Positive Relationships: Children learn to be strong and independent through positive relationships</p> <p style="text-align: center;">Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and or/carers</p> <p style="text-align: center;">Learning and Development: Children develop and learn at different rates.</p> <p style="text-align: center;">Characteristics of Effective Teaching and Learning</p> <p style="text-align: center;">Playing and exploring: - Children investigate and experience things, and 'have a go'</p> <p style="text-align: center;">Active learning: - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements</p> <p style="text-align: center;">Creating and thinking critically: - Children have and develop their own ideas, make links between these ideas and develop strategies for doing things</p>					
Aspirations	<p style="text-align: center;">Aspiration 1: We will be more respectful of our property, the people and the world around us.</p> <p style="text-align: center;">Aspiration 2: We will know where food comes from, trying some new foods and growing some ourselves.</p>					
Communication and Language	Settling in activities Making friends Golden Rule stories Rhyming and alliteration Nursery rhymes Sharing facts about me Chatterboxes Shared stories Model talk routines throughout the day. Listen carefully to rhymes and songs. Answering 'How' and 'why' questions.	Develop and embed new vocabulary – Magpie boards. (Diwali, fireworks, Christmas, birthdays) Topic vocab displayed on working walls. Ask me stickers Walk and Talk boards Listening and responding to stories. Following instructions Take part in discussions. Use new vocabulary throughout the day.	Develop and embed new vocabulary – Magpie boards. (polar regions and animals, Chinese New Year) Topic vocab displayed on working walls. Child led what we want to know and find out. Asks how and why questions about polar regions and animals Ask me stickers Walk and Talk boards	Develop and embed new vocabulary – Magpie boards (Farms) Topic vocab displayed on working walls. Child led what we want to know and find out. Asks how and why questions. Ask me stickers Walk and Talk boards Sustained focus when listening to a story	Develop and embed new vocabulary – Magpie boards. (Jobs) Topic vocab displayed on working walls. Child led what we want to know and find out Ask me stickers Walk and Talk boards Ask questions to find out more and to check they understand what has been said to them.	Develop and embed new vocabulary – Magpie boards. Topic vocab displayed on working walls. Child led what we want to know and find out. Asks how and why questions. Ask me stickers Walk and Talk boards Engage in non-fiction books. Listen to and talk about selected non-fiction to

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		<p>Understand how to listen carefully and why listening is important.</p> <p>-Talk about and model how to play with the toys -Talk about and model how to tidy away - Moving into the Home corner, unwrapping 'fragile' tea set, and role play conversations about how we look after our new house and property -Talking about sim/diff of the children - Using the language of the Golden Rules and the Rights -Chatterboxes</p> <p>-Chatterboxes – encouraging them to talk about favourite foods -Talk about the different foods in the role play, likes & dislikes</p>	<p>Using correct tenses when talking about past and current events. Start to describe events in detail.</p> <p>-Continue to talk about and model how to play with the toys -Continue to talk about and model how to tidy away -Talk about different festivals and celebrations</p> <p>-Experience of & expressing opinions about porridge -Foods from different festivals – talking about experiences and expressing opinions -Talking about the importance of food in the festivals of Diwali and Christmas</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.</p> <p>-Talk about the Polar Regions and how we can help to protect them -Talk about Chinese New Year and the similarities and difference to our own celebrations</p> <p>-Foods from Chinese New Year – talking about experiences and expressing opinions -Talking about the importance of food in the festival of Chinese New Year</p>	<p>Tell me a story – retelling stories Start to use story language Retell a story with story language Making use of recently introduced vocabulary from stories.</p> <p>-Children to ask questions when visiting the farm</p> <p>-Talking about what we need and how to make bread, experiences and expressing opinions -Talking about where foods come from, likes, dislikes and experiences -Expressing opinions about the smoothie</p>	<p>Describe events in some detail. Listening to visitors Talk about professions, making comments and asking questions to clarify their understanding. Listening to non-fiction books being read, making comments and asking questions to clarify their understanding. Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.</p> <p>-Talking about how people help us and how we can help other people</p> <p>-Talking about the different vegetables, likes and dislikes -Talking about how plants grow</p>	<p>develop familiarity with new knowledge and vocabulary.</p> <p>-Talking about how we can look after and be respectful of our different environments (seaside & minibeasts) -Talking about litter/ recycling/ plastic pollution on land and in the sea -Children to ask questions when the Rock Pool School visits -Children give their opinions and ideas to look after the environment</p> <p>-Talking about their experiences of going to a café at the seaside, favourite ice-creams, candy floss, fish and chips and other seaside food -Talking about the food we can get from the ocean, experiences, likes and dislikes</p>
Literacy	Key texts	Starting School – Janet and Allan Ahlberg	Kipper's Birthday – Mick Inkpen	The Emperor's Egg – Martin Jenkins What can live in the snow? – John-Paul Wilkins Polar Animals – David West (Safari Sam book)	Little Red Hen – traditional A Year on the Farm – Sue Unstead Oliver's Milkshake – Vivian French	Jack and the Beanstalk – traditional Supertato – Sue Hendra	Mad About Minibeasts – Giles Andreae Commotion In The Ocean - Giles Andreae

<p>English Outcomes</p>	<p>Name recognition and child initiated mark making/ writing</p> <p>Sharing the Golden Rules Stories -Recognising pictures and signs to put things back in the right place</p>	<p>CVC words Simple sentences with initial sounds and some sounds in order Labelling pictures</p> <p>-Write cards, invitations, etc., to explore ways of celebrating different festivals</p> <p>-Retelling Goldilocks and the Three Bears</p>	<p>Non-fiction features of a book Simple sentences about polar animals</p> <p>-Share simple books about the Polar Regions and how we can help to protect them -Make posters to help look after and protect the animals in the Polar Regions -Share simple books about Chinese New Year -Write cards, invitations, etc., to explore ways of celebrating Chinese New Year</p>	<p>Shopping list of ingredients Instructions for making a smoothie A healthy meal labelling / sentence</p> <p>-Retelling the story of the Little Red Hen -Writing a recipe for a smoothie -Looking at recipe books -Looking at non-fiction books about farming and food -Sharing story books about farms and foods – Little Red Hen, Farmer Duck, Oliver’s Vegetables, Oliver’s Milkshake, Oliver’s Fruit Salad</p>	<p>Story retell – Jack and the beanstalk Speech bubbles What will I be when I grow up writing Asking questions – narrative approach Writing facts about jobs</p> <p>-Retelling and writing the story of Jack and the Beanstalk -Sharing stories of the adventures of Supertato -Write a Super Veg story</p>	<p>Fact Files – info about minibeasts and sea creatures Riddles – who am I? Clues to guess the minibeast / sea creature</p> <p>-Share simple books about mini-beasts and sea creatures and how we can help to protect them -Make posters to help look after and protect the oceans -Share simple books about plastic pollution</p>
<p>Phonics</p>	<p>Introduce the letter sounds – s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r</p>	<p>Recap the previous letter sounds. Introduce the letter sounds – h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu</p>	<p>Recap the previous letter sounds. Introduce the letter sounds – ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p>	<p>Recap the previous letter sounds.</p>	<p>Recap the previous letter sounds.</p>	<p>Recap the previous letter sounds.</p>
<p>Personal, Social and Emotional Development</p>	<p>Golden Rules Making Friends Jigsaw: Being Me in My World - Putting our things away as part of learning new routines -Learning other children’s names -Jigsaw ‘Being Me’ -Introducing Rights (UNCRC) -Sharing and taking turns</p> <p>-Lunch time routines and getting used to eating in the hall -Making healthy choices about food -Trying different fruit with their friends at snack time</p>	<p>Oakley Learning Attributes and Class charter Respecting other cultures Jigsaw: Celebrating Difference -Introducing Elmer, it’s ok to be different -Jigsaw ‘Celebrating Difference’ -Introducing Positive Behaviour rewards – Sunshine, rainbow, star, out of this world (reach for the stars)</p> <p>-Making healthy choices about food -Trying different fruit with their friends at snack time</p>	<p>Respecting other cultures Jigsaw: Dreams and Goals</p> <p>-Jigsaw ‘Dream and Goals’ -Continued reinforcement of the Rights and Golden Rules -Continued reinforcement of Elmer (Diversity) Role Play and modelling of how to be respectful of other people</p> <p>-Importance of healthy eating -Making healthy choices about food -Trying different fruit with their friends at snack time</p>	<p>Making good choices Moral question Jigsaw – Healthy Me</p> <p>-Jigsaw ‘Healthy Me’ -Continued praise and positive reinforcement using the Reach for the stars board</p> <p>-Importance of healthy eating -Making healthy choices about food -Trying different fruit with their friends at snack time</p>	<p>Making good choices Moral question Jigsaw: Relationships</p> <p>-Jigsaw ‘Relationships’ -Continued reinforcement of the Rights and Golden Rules -Continued reinforcement of Elmer (Diversity) – showing respect for all</p> <p>-Importance of healthy eating -Making healthy choices about food -Trying different fruit with their friends at snack time</p>	<p>Moving on – changes and friendships Jigsaw: Changing Me</p> <p>-Jigsaw ‘Changing Me’ -Continued praise and positive reinforcement using the Reach for the stars board</p> <p>-Importance of healthy eating -Making healthy choices about food -Trying different fruit with their friends at snack time</p>

Physical Development	Gross Motor Skills	<p>Classroom GMS pack – daily practice. Big arm movements – gross motor development Equipment familiarisation – bikes and scooters</p> <p>PE: Change for PE; develop awareness of spatial awareness -Making their way around the classroom appropriately -Sitting on the carpet as a whole class -Working collaboratively in small groups</p>	<p>Bikes and scooters and outdoor enhancements Aiming games – underhand and overhand, kicking, throwing and catching Dressing and undressing for PE Friends Trail – climbing, pulling, balancing, hanging Kinetic letters animal positions</p> <p>Games – Brilliant beanbags</p> <p>PE: Change for PE; develop awareness of spatial awareness -Working collaboratively in small groups -Dressing and undressing for PE and looking after our belongings</p> <p>-Stirring porridge -Rolling out biscuit dough and using cutters</p>	<p>Bikes and scooters and outdoor enhancements Friends Trail – climbing, pulling, balancing, hanging</p> <p>PE: Dance – Explorers Dressing and undressing for PE</p> <p>-Moving in different ways in PE being mindful, careful and respectful of other children -Moving PE equipment, carefully and safely, as a group</p> <p>-Chopping veg for Chinese New Year</p>	<p>Bikes and scooters and outdoor enhancements Friends Trail – climbing, pulling, balancing, hanging</p> <p>PE: Gym: Shape and Balance Yoga Bugs Dressing and undressing for PE</p> <p>-Handling things carefully in the classroom so as not to break them or hurt others</p> <p>-Chopping fruit for a milkshake -Mashing potatoes -Digging in the vegetable patch</p>	<p>Bikes and scooters and outdoor enhancements Friends Trail – climbing, pulling, balancing, hanging</p> <p>PE: Games – Best of Balls - focus on balls Dressing and undressing for PE</p> <p>-Using balls carefully and safely -Moving PE equipment, carefully and safely, as a group -Handling things carefully in the classroom so as not to break them</p> <p>-Digging in the vegetable patch</p>	<p>Bikes and scooters and outdoor enhancements; Focus on small bats and balls Sports day practice Friends Trail – climbing, pulling, balancing, hanging</p> <p>PE: Athletics – Games – Parachute Games Dressing and undressing for PE</p> <p>-Parachute games to foster co-operation -Working collaboratively in groups</p> <p>-Digging in the vegetable patch -Chopping, mixing and preparing vegetables from the vegetable patch</p>
	Fine Motor Skills	<p>Fine Motor activities – Funky Fingers Equipment familiarisation – mark making tools Threading, cutting, lacing, playdough, Manipulate objects with good fine motor skills Hold pencil/paint brush beyond whole hand grasp</p> <p>-Using a knife and fork</p>	<p>Daily FMS morning tasks at tables Threading, cutting, lacing, playdough, Develop muscle tone to put pencil pressure on paper Start to show preference for dominant hand Practise using correct pencil grip Kinetic letters: Teach and model correct letter formation. Cut along a straight line with scissors / Start to cut along a curved line</p> <p>-Using a knife and fork</p>	<p>Dough Gym Threading, cutting, lacing, playdough, Fine Motor activities – Funky Fingers Begin to form letters correctly Handle tools and objects competently Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting along a curved line with scissors, like a circle</p> <p>-Using a knife and fork</p>	<p>Dough Gym Threading, cutting, lacing, playdough, Fine Motor activities – Funky Fingers Hold pencil effectively with comfortable grip Start to draw pictures that are recognisable Refine cutting out with scissors</p> <p>-Using a knife and fork</p>	<p>Secure pencil grip and refine letter formation, letters most correctly formed</p> <p>Use one hand Threading, cutting, weaving, playdough, Fine Motor activities – Funky Fingers</p> <p>-Using a knife and fork</p>	<p>Form all letters correctly. Threading, cutting, weaving, playdough, Fine Motor activities – Funky Fingers Build things with smaller linking blocks, such as Lego or multilink</p> <p>- handle living minibeasts with great care -Rock Pool School – handle living sea creatures with great care</p> <p>-Using a knife and fork</p>

<p style="text-align: center;">Mathematics</p>		<p>Getting to Know You Baseline assessments</p> <p>Just Like Me! Match, Sort, Compare</p> <p>-Putting things away in the right place -Counting to make sure all of the pieces are there</p>	<p>It's 1, 2, 3! Representing, comparing, composition of 1, 2, 3</p> <p>Light and Dark Introducing 4, 5, One more, one less Christmas Measures – mass</p> <p>-Putting things away in the right place -Counting to make sure all of the pieces are there</p> <p>-Size comparisons between bowls, plates, cups, pretend food, etc -Measuring milk for porridge -Weighing ingredients for Christmas biscuits</p>	<p>Alive in 5 Introducing zero, comparing numbers to 5, Composition of 4 and 5, Measures – mass and capacity.</p> <p>Growing 6, 7, 8 6, 7, 8 Making pairs, Combining groups -Look at the size and weight of different polar animals, which animals will need most/least food? -Looking at the number of animals in the wild of the polar animals, what will happen if we don't look after them? How can we protect them so there will be more?</p>	<p>Building 9 and 10 Comparing numbers to 10 Bonds to 10</p> <p>3d shape and pattern</p> <p>-Comparing height of plants grown -Comparing weight and length of vegetables</p> <p>-Favourite fruit pictogram -Weighing ingredients for bread -Measuring juice for smoothie</p>	<p>To 20 and Beyond Building teen numbers Counting patterns Spatial reasoning (1)</p> <p>First, Then, Now Adding and Taking Away, Spatial reasoning (2)</p> <p>-Weighing and comparing size of potatoes grown -Favourite Vegetable Pictogram -Comparing height of plants grown -Comparing weight and length of vegetables</p>	<p>Find My pattern Doubling, sharing and grouping, Even and Odd Spatial reasoning (3)</p> <p>On the Move Patterns and relationships Spatial reasoning (4) -Counting and comparing numbers of mini-beasts on a bug hunt -Addition/subtraction problems involving mini-beasts</p> <p>-Rock Pool School – comparing numbers of creatures -Addition/subtraction problems involving sea creatures</p>
		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p style="text-align: center;">Science</p>	<p>Similarities and differences between each other – eyes, hair, bodies. -Welly walks in the school grounds in autumn</p> <p>- Learning how to look after our Yr R playground</p>	<p>The Natural World – Changes in seasons</p> <p>-Making & trying porridge (Goldilocks)</p>	<p>Habitats and adaptation – cold climates, how are the animals suited to their habitat? Exploring ice – melting and freezing</p> <p>- Welly walks in the winter and spring looking at seasonal differences and talking about how we look after our school grounds</p>	<p>Healthy Eating (Personal, Social and Emotional – Managing Self) Healthy food and treats</p> <p>-Growing and looking after plants -How do we look after farm animals? (Farm Visit) -Farm Visit – treat the farm and the animals and people there with respect and care. -Farm to Fork Topic – Looking at meat, dairy and crops -Farm visit -Oliver's Milkshake – Make a smoothie -Little Red Hen – Make bread -Visit from Newbury Showground Education Officer</p>

Year Group: R
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Autumn 1

Autumn 2

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					-Grow potatoes and cook in different ways to try		
	History	Talk about members of their immediate family Timeline – when I was born / starting school Yesterday, last week, recent past events	Experiences in their own life – their last birthday, fireworks and Christmas	Compare and contrast characters from stories including figures from the past Scott of the Antarctic		Name and describe people who are familiar to them. Personal experiences of an everyday hero e.g. visits to the doctor, dentist, hairdresser, shops etc.	Seaside Long Ago - Comment on images of familiar situations in the past.
	Geography	Our classroom, the school building and grounds – hall, office familiarisation- Becoming familiar with our classroom, the Year R unit and our outside area Walking to the Post Box		Similarities and differences between polar regions and where we live Looking at non-fiction books, maps, globes, google maps and video footage of the Polar Regions -Comparing Oakley to the Polar Regions			What’s at the seaside? – buildings and features Comparing Oakley to the seaside
	Religious Education	Belonging – family, class, groups, church	Jesus’ birthday – celebrating the birth of a baby and celebrating the birth of Jesus	Jesus as a story teller – familiar stories and then bible stories	New Life – signs of new life and symbols of Easter linked with the resurrection	Special People – people who are special to us and Guru Nanak who is special to Sikhs -Learning about the things that are special to Sikhs	Special Things – things that are special to us and special things for Christians and Sikhs
	People and Cultures	-Celebrations and Festival from different cultures – respect for the ways we celebrate	-Baking Christmas biscuits -Foods from different festivals	Chinese New Year -Food from Chinese New Year			
Expressive Art and Design	Art	Self-portraits – paintings Leaf rubbings and leaf collages Natural object faces -Role Play/ Small world to promote looking after things -Cleaning up after ourselves when being creative -Role play with food and cooking -Role play supermarket	Firework pictures Sculpture – making diva lamps Salt dough Christmas decorations Collage nativity display Christmas cards and calendars	Watercolours – cold colour exploration Textiles – penguins -Role Play with food and cooking -Role Play Chinese Restaurant (Chinese New Year)	Outdoor painting Mother’s day cards Easter cards Colour mixing to paint farm animals Vegetable printing -Role Play Farm shop with real vegetables -Draw menus and food for the role play -Role playing the story of Little Red Hen	Observational drawing and sketching of plants and flowers using pencils and pastels Father’s day cards -Draw pictures/posters to promote looking after the environment to protect the mini-beasts and sea creatures -Role Play with food and cooking -Vegetable printing -Creating Super Veg -Draw menus and food for the role play	Watercolours – hot colour exploration Collage – ice-creams -Role Play Café/ ice-cream shop

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	DT		Paper chains	Chinese dragon or lanterns-concertina paper	Making bread Making a smoothie Healthy plate	Making Supertato characters	Sandcastles
	Music	<p><u>Rosie's Walk:</u> Sorting instruments into tap, shake and scrape groups Ordering sounds to add sound effects to accompany the story Devising own fox and Rosie rhythms Composing simple accompaniments for hen songs</p> <p>Traditional counting songs, Harvest songs</p>	<p>Traditional music linked with celebrations and Christmas songs Exploring instruments - Learning to be respectful of other children's art work, performances, music -Christmas Play</p>	<p><u>Dragon Dance</u> Performing the Chinese Lanterns song Creating a dragon dance through dancing and playing tuned and untuned percussion instruments -Handle musical instruments with care.</p>	<p><u>The Weather</u> Responding to dynamic and tempo changes in Little April Shower Adding sound effects to songs Creating storm music featuring dynamic and tempo changes</p> <p>Changing sounds with Musical instruments Old McDonald -Handle musical instruments with care.</p>	<p><u>Rainbow Fish</u> Class performance of "Rainbow Fish" music Making up songs and dances</p>	<p><u>On the beach</u> Creating and performing a class seaside soundscape Creating and performing seaside soundscapes in small groups</p> <p>Making up songs and dances</p>
Enrichment/Role play/ trips/visits	<p>Chatterboxes Home corner - traditional Supermarket role play</p> <p>-Role play with food and cooking -Role play supermarket</p>	<p>Nativity Walk to the post box Home corner – preparing for a celebration Santa's Workshop role play</p>	<p>Penny Polar Polar exploration headquarters role play -Role play Arctic Explorer's Den – looking after the animals and environment -Chinese Restaurant (Chinese New Year) -Small World promoting looking after the Polar Regions</p> <p>-Role Play with food and cooking -Role Play Chinese Restaurant (Chinese New Year)</p>	<p>School trip to Bucklebury Farm. Visit from Newbury Showground Education Officer Tesco workshop Home corner – introducing healthy food and real food Farm shop / garden centre role play</p> <p>- Small World promoting looking after the farm animals -Role Play Vets -Draw pictures/posters to promote looking after the environment to protect the animals -Role Play Farm shop with real vegetables -Role playing the story of Little Red Hen</p>	<p>Visits from parents and other adults Home corner – introduce pets and vet visits Doctor's surgery role play</p> <p>-Role Play Hospital/Doctor's surgery -Stage in the Shared Room for performances – respectful audience</p> <p>-Role Play with food and cooking</p>	<p>Minibeast hunt Visit from Rockpool School Beach shop and café role play Under the sea with a submarine role play</p> <p>-Role Play Café/ ice-cream shop</p>	