

Year R Curriculum map

Literacy – I might already be able to:

Key concepts of print:

- Understand that print has meaning.
- Name the different parts of a book (front and back cover, spine, pages)
- Know that print can have different purposes.
- Know that pages go in order.
- Know that English is read from left to right and top to bottom.

Phonological Awareness:

- Spot and suggest rhymes.
- Count or clap syllables in a word.
- Recognise words with same initial sound.

Comprehension:

- Listen to and join in with stories, rhymes, poems and songs.
- Talk about stories I have heard and learn some new words.

Writing:

- Use writing in my play (e.g. writing a pretend shopping list, starting at top/left, initial letters)
- Write some letters accurately.
- Write part or all of my name.

The phonics scheme my home school uses is:

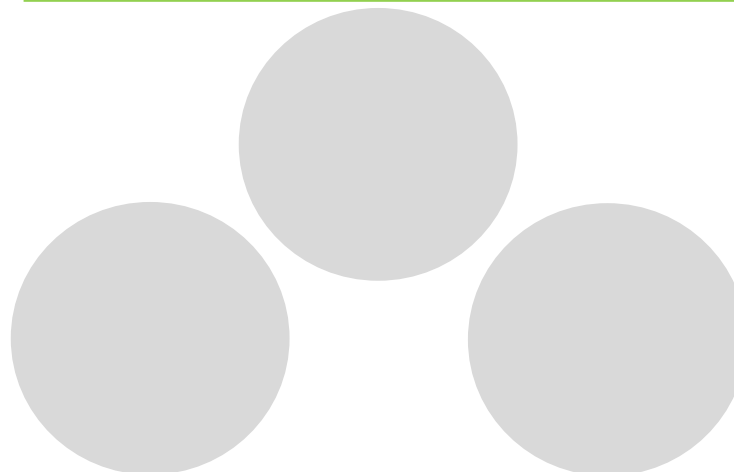
Sounds I know:

Sounds I need to learn next:

CEW I know:

CEW need to learn next:

Phonics skills I am working on:



Literacy- I will be learning to:

Word Reading:

- Read individual letters by saying the sounds for them.
- Read some digraphs and trigraphs by saying the sounds for them. (10+)
- Read some common exception words
- Read simple phrases and sentences made up of words which I can decode and a few common exception words.
- Re-read books to get more confident and fluent.

Comprehension:

- Understand what I am reading, as I keep practising reading.
- Feel enjoyment through reading.
- Listen to stories and retell them using my own words and words I have recently learnt.
- Anticipate events in stories.
- Understand new words I have learnt and use them in conversations and play.

Writing:

- Form lower case letters correctly.
- Form capital letters correctly.
- Spell words by identifying the sounds and then writing them down with letters in order.
- Say a sentence out loud before I write it down.
- Write phrases or captions.
- Write short sentences using known sounds, and use a capital letter and full stop.
- Read my own writing and check it makes sense.
- Make sure that my writing is clear and can be read by other people.

Maths – I might already be able to:

Number

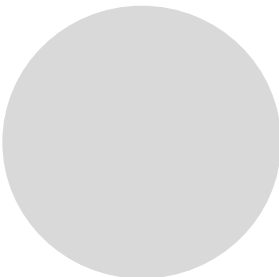
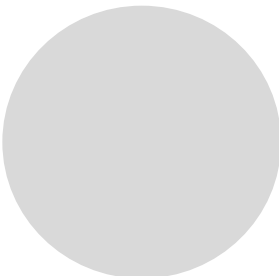
Say one number for each item in order 1,2,3,4,5.
 Show 'finger' numbers up to 5.
 Link groups of objects and numerals up to 5.
 Recite numbers beyond 5
 Subitise (instantly recognise the quantity) up to 3 objects.
 Understand that the last number I get to when counting is the total.
 Solve real world maths problems with numbers up to 5.

Numerical Patterns

Compare quantities using 'more than' and 'fewer than'.

Shape, Space and Measures

Talk about and explore 2D and 3D shapes using a mix of informal and maths language (sides, corners, straight, flat, round etc)
 Select shapes appropriately e.g. for building.
 Combine shapes to make new ones.
 Identify and talk about patterns around me such as stripes, designs, spots using informal language.
 Continue and create ABABAB patterns.
 Notice and correct an error in a repeating pattern.
 Understand positional words without being shown (e.g. under, on)
 Compare objects by size, length, weight, capacity.
 Begin to describe a sequence of events using words such as 'first', 'then'.



Maths – I will be learning to:

Number

Count objects, actions and sounds.
 Subitise – instantly recognise the number of objects in a small group up to 5 without counting them.
 Link the numeral with its value (up to 10 at least).
 Count past 10.
 Compare numbers.
 Understand one more/one less relationship.
 Explore the composition of numbers 0-10.
 Automatically recall number bonds for numbers 0-10.
 I know double facts to 10.

Numerical patterns

Verbally count beyond 20, recognising the pattern of the number system.
 Compare quantities up to 10 in different contexts (greater than, less than, same as).
 Explore and represent patterns within numbers up to 10 – including evens and odds, double facts and how quantities can be distributed evenly)

Shape, Space and Measures

Select, rotate and manipulate shapes to develop my spatial reasoning skills.
 Build and break down shapes, and recognise that shapes can have other shapes within them.
 Continue, copy, and create repeating patterns.
 I can compare length, weight and capacity.

 Have a go at things and talk to adults about what I notice.
 Accept that it is OK to make mistakes and try again.

Personal, Social and Emotional Development

I might already be able to:

Select and use activities and resources.
Show confidence in new social situations.
Play with other children, developing ideas.
Help to solve conflicts.
Understand and follow rules.
Talk about feelings words.
Start to understand how others might be feeling.

I will be learning to:

See myself as a valuable individual.
Build respectful relationships.
Express my feelings and consider the feelings of others.
Show resilience and perseverance in the face of challenge.
Identify and manage my feelings.
Think about other people's point of view.
Manage my own needs (such as basic hygiene, personal needs and make healthy food choices.)
Set simple goals.
Have confidence in my own abilities.

Physical Development

I might already be able to:

Balance, ride, climb, skip etc.
Play with a ball, developing my control.
Start to select and use appropriate tools for a job, e.g. spade or scissors.
Hold a pencil with comfortable grip and good control.
Show a preference for dominant hand.
Take part in group or team activities.
Remember sequences and patterns of movement related to music and rhythm.

I will be learning to:

Move fluently, with control and grace (rolling, crawling, jumping, hopping, etc)
Develop strength, coordination, balance and agility.
Use small tools safely and confidently (pencil, paintbrush, scissors, cutlery).
Develop accuracy and care when drawing.
Use core strength for good posture.
To throw, catch, kick and pass a ball with accuracy.
Develop fast, accurate, efficient handwriting style, with tripod grip.
Join in school routines such as lining up, turn taking and handwashing.

Expressive Arts and Design

I might be able to:

Take part in pretend play and small world play.
Explore materials and textures.
Draw increasingly complex & detailed images, express emotion through art.
Explore colour and colour mixing.
Remember and sing entire songs.
Play instruments to express feelings and ideas.

I will learn to:

Develop storylines in pretend play.
Refine artistic skills to express ideas and feelings – imaginary and real life representations.
Listen /watch to, move to and talk about music/dance.
Sing alone or in group, improving pitch and melody.
Combine art forms e.g. sing & dance
Respond imaginatively to art/music.

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Communication and Language

I might already be able to:

Listen to 'longer' stories and remember a lot of what happens.
Use a wide range of words.
Understand a 2 part question or instruction.
Understand 'why' questions.
Sing a large range of songs, nursery rhymes, talk about familiar books and tell a long story.
Use sentences of 4-6 words.
Express my point of view using words and actions.
Start a conversation and continue it for several turns.
Use talk to organise my play.

I will be learning to:

Listen carefully and understand why this is important.
Join in conversations.
Learn and use new words in different situations – role play/storytelling.
Ask questions, and say my ideas in clear sentences.
Connect ideas/actions using connectives.
Talk about problems, ideas, observations.
Engage in stories, rhymes and songs, building familiarity and understanding.
Retell a story using words from the story and my own words.
Listen to and talk about non-fiction books, to learn new facts and words.

Understanding the World

I might be able to:

Use my senses to explore nature.
Discuss what I see, wide vocabulary.
Start to make sense of own life story.
Show interest in different occupations.
Develop positive attitudes about differences between people.
Know that there are and discuss different countries in the world.

I will learn to:

Describe what I see, hear and feel in natural world.
Recognise that environments are different.
Effect of changing seasons.
Talk about members of immediate family and community.
Talk about past and present people and events.
Recognise that people have different beliefs and celebrate in different ways.

