

St. Luke's C.E. (VC) Primary School
Laying the Foundations for Life
YEAR R – CURRICULUM MAP



		Autumn 1	Autumn 2	Spring 1 Hope	Spring 2 Love	Summer 1 Thankfulness	Summer 2 Hope
	Theme	All About Me Harvest & Autumn	What's in the Toy Box? Jingle Bells!	Paddington Goes to London Lunar New Year	Growing in the Garden! Easter	All Creatures Great and Small	Sea, Sun and Summer Fun! My First Year
Enrichments	Brilliant beginning	Home visits	Bring in their favourite toy	Making marmalade sandwiches and having a Paddington picnic	Sunflower growing competition	Dinosaur Egg Hunt	Holiday day!
	Personal to child	All About Me pages, photos of home	Bring in their favourite toy	Share their Christmas news/favourite moment/toy etc	Sunflower growing competition	Photos of their pets	Photos of them as babies
	Walk	School grounds and church	School grounds and church	Local shop/s	Local shop/s	Post office	Jubilee Fields
	Parent event	Phonics workshop	Foundations of Number workshop	Bread tasting with children	Decorating and rolling hard boiled eggs	Sports day	End of year picnic
	Dressing up day		Christmas party clothes/nativity		World Book Day	Favourite animal/insect	Summer/Holiday outfit
	STEM	Build a house to withstand the huff and puff of the Big Bad Wolf	Roly poly toy	Float a boat - crossing the River Thames	Farmvention - future farm machines	Build a bridge for the Billy Goats Gruff	Fizzy lemonade
	Food		Christingle	Bread making	Easter nests		Cooking and eating vegetables grown in the garden
	Performance	Harvest Festival	Christmas Nativity	Lunar New Year – dragon dance	Easter service	Medley of animal songs	Class assembly
	Other		St Barbes topic box – toys from the past; Christmas party	Dragon dance workshop	Sowing seeds Easter tree	Vegetable plot Trip to Home farm, CET	St Barbes topic box – Seaside in the past
Key texts	Stories and books (linked to themes)	<i>Super Duper You</i> by Sophy Henn <i>Who's in my family?</i> by Robie H.Harris <i>Home</i> by Carson Ellis <i>Harvest Days</i> by Kate DePalma <i>I Love the Seasons: Autumn</i> Lizzie Scott <i>Leaf Man</i> by Lois Elhert	<i>The Magical Toy Box</i> by Melanie Joyce <i>Toys Around the World</i> by Joanna Brundle <i>Lost in the Toy Museum: An Adventure</i> by David Lucas <i>The Christmas Pine</i> by Julia Donaldson <i>Joy to the World: Christmas Around the Globe</i> by Kate DePalma	<i>Paddington: The Original Story, Paddington at the Palace and Paddington and the Grand Tour</i> by Michael Bond <i>All Aboard the London Bus</i> by Patricia Toht <i>Martha Maps it Out</i> by Leigh Hodgkinson <i>Lunar New Year Around the World</i> by Amanda Li and Angel Chang <i>The Great Race</i> by Christopher Corr <i>Lunar New Year</i> by Natasha Yim	<i>Sam plants a sunflower</i> by Kate Petty <i>Oliver's Vegetables</i> by Vivian French <i>The Extraordinary Gardener</i> by Sam Broughton <i>The Woolly Bear Caterpillar</i> by Julia Donaldson <i>The Bee Book</i> by Charlotte Milner <i>Celebrate Easter</i> by Deborah Heiligman	Little People, Big Dreams: Mary Anning by Maria Isabel Sanchez Vegara Handa's Surprise by Eileen Browne Slow Down, Monkey! by Dr Jess French The Great Pet Sale by Mick Inkpen Lulu Gets a Cat by Anna McQuinn One Odd Egg by Emily Gravett Little People, Big Dreams: David Attenborough by Maria Isabel Sanchez Vegara	<i>Seasons</i> by Hannah Pang <i>Hello Summer</i> by Jo Lindley <i>The Whale Who Ate Plastic</i> by Stephanie O'Connor <i>Sally and the Limpet</i> by Simon James <i>The Growing Story</i> by Ruth Krauss
	Nursery Rhymes	Tommy Thumb, I have 10 little fingers, Open close them, This little piggy, Once I caught a fish alive, Pat-a-cake, If you're happy and you know it, Two little dicky birds, Incy Wincy Spider, One little finger	Wind the bobbin up, Wheels on the bus, Tommy Thumb is up, Teddy Bear, When all the cows were sleeping, Dingle Dangle Scarecrow, Heads/shoulders/knees/toes, I'm a little teapot	Sleeping bunnies, Miss Polly, Hokey Cokey, Here we go Looby Lou, In and out the dusty bluebells, 5 little speckled frogs, 5 little ducks, 5 little men in a flying saucer, 1,2,3,4,5 once I caught fish alive, Three blind mice, Five currant buns, 5 little monkeys jumping on the bed	10green bottles, 10in the bed, 10 fat sausages, This old man, One potato...two potato, Hickory, dickory, dock, Mary, Mary quite contrary, Goosey Gander, The big ship sails, Dr Foster went to Gloucester, I know an old lady who swallowed a fly, Here we go round the mulberry bush, Old Mother Hubbard, When Goldilocks went to the house of the bears	Frere Jacques, Ring-a-ring-a-roses, Two Tigers, Are you sleeping, Oranges and Lemons, London Bridge, The animals went in two by two, Oh dear what can the matter be, Pop goes the Weasel	

PSED	Learning Hero Focus	Flex the Chameleon Understand that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour	Links the Spider Make links and notice patterns in their experience, make predictions, test their ideas and develop ideas of grouping, sequences, cause and effect	Resilience the Tortoise Show resilience and perseverance in the face of challenge	Sparky the Unicorn Curiosity the Cat Pretend objects are things from their experience. Show curiosity about objects, events and people and use their senses to explore the world around them.	Team Bee Build constructive and respectful relationships. Cooperate, asserting their own ideas but also taking account of others' ideas.	Wise Owl Initiate activities, seek challenge and show a 'can do' attitude. Engage in new experiences and learn by trial and error.
	Heartsmart	Get Heartsmart	Don't forget to let love in	Too much selfie isn't healthy	Don't hold on to what's wrong	Fake is a mistake	No way through isn't true
		See themselves as a valuable individual, build constructive and respectful relationships, express their feelings and consider the feelings of others, identify and moderate their own feelings socially and emotionally, think about the perspectives of others.					
Physical Development	P.E.	Agility, Balance and Co-ordination Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastic, sport and swimming. Revise and refine the fundamental movement skills they have already acquired: -rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Gymnastics Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus. Revise and refine the fundamental movement skills they have already acquired: -rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving with developing control and grace.	Dance Progress towards a more fluent style of moving with developing control and grace. Combine different movements with ease and fluency.	Ball Skills Further develop and refine a range of ball skills including: -throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	Team Games Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Further develop and refine a range of ball skills including: -throwing, catching, kicking, passing, batting and aiming	Sports Day Practice Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines including dance, gymnastic, sport and swimming.
Communication and Language	Word aware	Makaton signs: hello, good, morning, teachers, friends stop, look, listen, time, tidy, eat (snack/lunch), hungry, story, sit, line up, same, different Key vocabulary: Parent, grandparent, sibling, aunt/uncle, cousin Chimney, porch, conservatory, garage, roof Local, forest, village, town, map Police, firefighter, doctor/nurse, dentist, postal worker Start, finish, season, month, Autumn	Key vocabulary: Toy, play, game, traditional figure, construction, jigsaw, electronic modern, past, compare, museum World, continent, country Christmas, festival, celebrate, tradition, feast season, change, Winter, month, temperature	Key vocabulary: continent, country, city, village, town landmark, river, bridge, cathedral, underground mountain, ocean, rainforest, bamboo, llama season, Spring, temperature, blossom, bud map, symbol, direction, compass Lunar, festival, celebrate, tradition, feast	Key vocabulary: Seed, germinate, shoot, root leaf, stem, flower, fruit, vegetable cactus, fern, succulent, climber, moss nectar, pollen, pollination, ecosystem Easter, celebrate, tradition	Key vocabulary: dinosaur, history, museum, extinct, fossil habitat, savannah, rainforest (jungle), desert, Arctic whiskers, fur, paw, claw, vet bird, feather, wing, reptile, scales insect, antenna, gastropod, arachnid farm, farmer, field, barn, dairy	Key vocabulary: season, Summer, temperature, beach, coast habitat, marine mammals, sea reptiles, fish, Invertebrates limpet, rockpool, seaweed, starfish, anemone ocean, pollution, environment, conservation, recycle tide, current, lifeguard, coastguard, hydrate (dehydration) passport, security, boarding, luggage, travel baby, toddler, child, adult

Literacy	Phonics/ Reading	Little Wandle Phase 2 graphemes (single letter sounds) and tricky words Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme	Little Wandle Phase 2 graphemes (single letter sounds and digraphs) and tricky words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	Little Wandle Phase 3 graphemes and tricky words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	Little Wandle Phase 3 graphemes and tricky words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	Little Wandle Phase 4 and tricky words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	Little Wandle Phase 4 and tricky words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme
	Writing	Write a CVC word.		Write a dictated phrase and begin to write phrases independently. Introduce how words can be combined to make sentences (including the use of capital letters and full stops). Re-read what they have written to check that it makes sense. Write their name with a capital letter.		Write phrases and sentences (using a capital letter and full stop independently or with support). Re-read what they have written to check that it makes sense.	
	Spelling	Begin to spell words by identifying sounds in them (initial - initial/final - CVC) and representing the sound with letters.		Spell CVC words, including some containing digraphs/trigraphs, that are phonetically plausible. Help children to identify the sound that is tricky to spell in common exception words.		As Spring, including spelling of CVCC and CCVC words that are phonetically plausible. Spell some common misconception words correctly.	
	Handwriting (fine motor)	Begin to form some recognisable lower case letters.		Learn to form letters correctly from the ladder and one-armed robot groups. Write some capital letters correctly with support.		Learn to form letters correctly from the zigzag and curly caterpillar groups plus revise all groups. Begin to independently form some capital letters correctly.	
Maths	Number and Numerical pattern	Subitising 1, 2 and 3 Subitise	Subitising 1 – 5 Subitise	Subitising 6 – 10 and counting Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value	Partitioning 2, 3, 4, 5 and 10 Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0–5 and some to 10	Composition 6 – 9 and comparing quantities to 10 Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0–5 and some to 10	Patterns in odds, evens and doubles; equal distribution
	Spatial reasoning	Matching, Sorting, Comparing and Ordering Recognise attributes like shape, size and colour and use these to group, compare and sequence objects. Pattern Continue, copy and create repeating patterns.	2D shapes and shape puzzles Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Construction and 3D shape Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Pattern Continue, copy and create repeating patterns	Measures Compare length, weight and capacity.	Pattern, spatial reasoning and measures Select, rotate and manipulate shapes to develop spatial reasoning skills. Continue, copy and create repeating patterns Compare length, weight and capacity.

Understanding the World	History (Past and present)	Talk about members of their immediate family and community by: - Sharing pictures of their families and having time to talk about them - Through story, showing children that there are many different families - Learning about how they have changed and how people in their family have changed using the language of ‘then’ and ‘now’ - Talking about themselves and their family history.	Comment on images of familiar situations in the past by: Presenting children with pictures and familiar situations in the past – homes, school, toys.	Comment on images of familiar situations in the past by: - Presenting children with pictures and familiar situations in the past – transport in the past and present, linked to London. - Sharing texts that help children begin to identify and understanding of past and present		Comment on images of familiar situations in the past by: - Showing images of the world when dinosaurs lived. - Discussing images of fossils Compare and contrast characters from stories, including figures from the past - Fossil Hunters past and present - Sir David Attenborough	Comment on images of familiar situations in the past by: - Looking at photographs of and objects related to the seaside in the past - Looking back over the changes during their first year in school.
	Geography (People, cultures and communities)	Talk about members of their immediate family and community by: - Sharing pictures of their families and having time to talk about them - Through story, showing children that there are many different families Children will specifically develop an inquisitive outlook about the world around them by - Asking questions: Where am I in the classroom or school? - Exploring what is around the Reception classroom, outdoor area, woodlands area, school grounds. - Exploring where they are in the neighbourhood, and what is there.	Recognise some similarities and differences between life in this country and like in other countries by: - Exploring how children in other countries celebrate Christmas and locating these countries on a world map and globe - Exploring toys from around the world – where are those countries on the world map?	Recognise some similarities and differences between life in this country and like in other countries by: - Learning about Lunar New Year and how it is celebrated. Where are the countries on the world map? - Exploring what it is like for Paddington living in Peru compared to where we live, using images, video clips and stories. Where is Peru on the world map? Draw information from a simple map by: - looking at aerial views of the school setting, encouraging children to comment on what they notice, recognising the buildings – school, school field, roads and other simple features. - Drawing attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - Providing opportunities for children to choose to draw simple maps of their classroom, or maps from imaginary story settings – link to Paddington Bear Recognise some environments are different to the one in which they live by: - Exploring what it was like for Paddington in London compared to where we live, using images, video clips and stories/ non-fiction books. Where is London on the world map? - Sharing non-fiction texts that offer an insight into contrasting environments	Recognise some similarities and differences between life in this country and like in other countries by: Learning about how other countries celebrate Easter, using images, video clips and stories.	Describe what they see, hear and feel whilst outside and explore the natural world around them by: - Encouraging focussed observation of the natural world through a summer woodland walk. - Listening to children describing and commenting on things they have seen whilst outside, particularly linked to our Countryside Education Trip. Recognise some similarities and differences between life in this country and life in other countries by: - Talking about places we have visited/ family have visited and locating countries on the globe. What is the blue area called? What colour is the land? Where do we live?	Recognise some environments are different to the one in which they live by: - Exploring seaside environments and discussing how they are different to forest environments. - Sharing non-fiction texts that offer an insight into contrasting environments. Explore the natural world around them by: - Creating opportunities to discuss how we care for the natural world around us, linked to plastic pollution in the sea

Understanding the World	Science (The Natural World)		Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them	Plants/Living things and habitats Explore the natural world around them: - After close observation, draw pictures of the natural world, including plants - Grow their own sunflowers to observe how they change - Germinate seeds and transplant to the vegetable plot - Regular watering and caring for plants Describe what they see, hear and feel whilst outside: - Encourage focused observation of the natural world - Listen to children describing and commenting on things they have seen whilst outside including plants - Name and describe some plants that children are likely to see, encouraging children to recognise plants whilst outside	Animals including humans/Living things and habitats Explore the natural world around them: - After close observation, draw pictures of the natural world, including animals - Make observations of animals during their school trip to the Countryside Education Trust Describe what they see, hear and feel whilst outside: - Encourage focused observation of the natural world - Listen to children describing and commenting on things they have seen whilst outside including animals - Name and describe some animals that children are likely to see, encouraging children to recognise animals whilst outside	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them
	Nature Discovery (The Natural World)	Seasonal changes Understand the effect of changing seasons on the natural world around them by: - Taking children outside to observe changes across the four seasons - Understanding the effect of changing seasons on the natural world around them (weather, trees, plants, hibernation) - Engaging in non-fictions books about the changing seasons - Reading poems and stories about changing - Providing opportunities for children to note and record the weather					
		Woodland cookie Colour swatch match Natural treasures sort Treasure hunt Signs of Autumn hunt	Leaf snap Tweat Treats Muddy mark making Leaf outlines Follow the star	Signs of Winter hunt Build a bridge Frost day Teddy tipi Marble run	Signs of Spring hunt Nest building Scavenger hunt Outdoor Maths length ordering Easter egg trail	Camouflage caterpillars Worm charming Minibeast hunt Outdoor Maths shape hunt Tiny treasures	Sings of Summer hunt Beach items – sort/pattern Outdoor Maths flower hoop Butterfly and bee spotting Outdoor maths trail
	R.E. (People, cultures and communities)	Creation (God) Why is the word God so important to Christians?	Incarnation Why do Christians perform Nativity plays at Christmas?	Special Stories Why are some stories important to Hindus and Christians?	Salvation Why do Christians put a cross in an Easter garden?	Special Clothes What special clothes are worn within the Christian and Jewish faiths and why?	Journey's End/ Looking Forward What do Christians believe about journeys?
	Global Citizenship / International Mindedness (People, cultures and communities)	Discussing family members and similarities and differences in relation to families and homes	Comparing Christmas celebrations and traditions between themselves and others including those around the world.	Learning about how environments vary from one another through comparing our local area to images/videos of other areas around the world. Exploring different cultures around the world, similarities and differences between themselves and others, and among communities and traditions	Comparing Easter celebrations and traditions between themselves and others including those around the world.	Respect the environment/ countryside.	How human activity affects the world and how we can care for our environment.

Expressive Arts and Design	Art and Design (Creating with materials)	Self portraits Harvest paintings Hand/foot painting Christmas cards Collaging with wax crayon rubbings Leaf man craft	Finding circles Firework dot art Printing with string Salt dough Christmas decorations	Cardboard creations Prop making for toys Paper lantern making	Still life compositions inspired by Cezanne Fruit and veg heads Egg decorating	Insect hotels Painting the Savannah	Observational drawings of shells Clay play
	Music (Being imaginative and expressive)	Listening and singing, moving to dance, exploring and playing music. Learning nursery rhymes. -Sing a range of well-known nursery rhymes and songs -Perform songs with others -Try to move in time with music Sing in a group or own their on, increasingly matching the pitch and following the melody (Harvest and Nativity) Incy Wincy Spider (pitch)		Listening and singing, moving to dance, exploring and playing music. Learning nursery rhymes. -Sing a range of well-known nursery rhymes and songs -Perform songs with others -Try to move in time with music Listen attentively, move and talk about music, dance and performance art expressing their feelings and responses -Introduce to different kinds of music across the globe Dragon Dance (duration) Rosie’s Walk (duration and timbre)		Listening and singing, moving to dance, exploring and playing music. Learning nursery rhymes. -Sing a range of well-known nursery rhymes and songs -Perform songs with others -Try to move in time with music Explore and engage in music making, performing solo or in groups -Encourage children to make their own music, keep to a steady beat, tapping rhythms and playing with a pulse The Weather (dynamics & tempo) On the Beach (structure and Timbre)	
	Nursery Rhymes - see key texts (Being imaginative and expressive)	Sing a range of well-known nursery rhymes					
	Role play	Home	Home	Bakery	Garden centre/Farm shop	Vet clinic	Beach/souvenir shop