



Curriculum Plan - Class R

	Autumn A 6 Weeks	Autumn B 7 Weeks	Spring A 6 Weeks	Spring B 6 Weeks	Summer A 7 Weeks	Summer B 6 Weeks
Hook	Personal pebbles	Naughty bus visit/ hunt	Spaceship crash landed	Caterpillars/ butterflies	Surprise themed box	Beanstalk
Enrichment	People who help us visits Family show and tell visits	RHDR visit	Observatory visit	Growing fruit/ vegetables	Themed dress up day	Grandparents reading and story sharing sessions
Locality Link	Fire station visit	Bus journey	Star gazing Fishing harbour visit	Tesco farm to fork Visit to local farm/ allotments Bayle pond	Dover castle	Visit elderly home
English	Motor skills - Fine motor skill tasks Vocab - Parts of the body Listening and attention - Speaking - Introducing myself and name recall	Motor skills - Mark making,Phonic letter formation Vocab - Celebrations and traditions Listening and attention - Nativity play Speaking - Class Nativity	Writing - CVC words Communication - Show and tell	Writing - Forming sequenced words Communication - Show and tell	Writing - Forming sentences including finger spaces Communication - Show and tell Class worship	Writing - Stories with beginning, middle and end Communication - Tell your stories aloud
Grammar	Talk for Writing	Talk for Writing	Talk for Writing	Talk for Writing	Talk for Writing	Talk for Writing
Spelling	Read, Write, Inc Name Writing	Read, Write, Inc Name Writing	Read, Write, Inc HFW	Read, Write, Inc HFW	Read, Write, Inc HFW	Read, Write, Inc HFW
Class Text	Only One You	Naughty Bus	Man on the Moon Whatever Next	The Tiny Seed	Queen's Knickers	Jack and the Beanstalk
History	My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing a sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon
Geography	Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police	Transport in our local area contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.	Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.
Art	Exploring colour with primary colour Mixing secondary colour A study of Miro Painting portraits	Colour and the seasons Explore which colour shows the different seasons A study of Pissarro's season paintings Snowflake design	Exploring line Taking a line for a walk Creating drip paintings like Jackson Pollock Spirals and curves - like Hundertwasser Chinese New Year Puppets	What we can see in the world around us Van Gogh - still life Lowry - houses and stick people Creating vehicles Easter Bonnets	Rousseau's Tiger in a tropical storm Painting a fish with ink and wax resist	Degas ballerinas Drawing people Creating clay sculptures of Miro - like people Using different materials to create shorts
Science	The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.	Forces: push, pull, twist Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.	Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.	Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.	Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?
Maths	Getting to know you Just like me! Match and sort Compare amounts Compare size, mass and capacity Exploring pattern	It's me 1,2,3! Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1,2 & 3 Circles and triangles Positional language Light & dark Representing numbers to 5 One more or less Shapes with 4 sides Time	Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2) Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)	Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns Consolidation	To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate First, then, now Adding more Taking away Spatial reasoning 2 Compose and decompose	Find my pattern Doubling Sharing & grouping Even and odd Spatial reasoning 3 Visualise and build On the move Deepening understanding Patterns & relationships Spatial mapping (4) Mapping
PE	Introduction to PE	Ball skills 1	Fundamentals 1	Ball skills 2	Fundamentals 2	Games/ athletics
DT	Explore and develop threading and weaving skills with different materials and objects. Puppets of themselves/ family member	Explore junk modelling, tinkering with temporary and permanent joins and a range of materials. Designing and making vehicles Explore a simple paper slider mechanism. Making pop up Christmas cards		Explore and become familiar with different fruits and vegetables, using their senses. Growing their own food. Preparing and tasting a range of fruits and vegetables	Create basic models and test in different conditions. Designing and testing a suitable hat/ crown for King or Queen Castle making/ testing forts, bridges and moats	

Computing	All about me	Transport	Space	Growing and changing	Kings and Queens	Stories from the past
PSHE	All About Me Understanding Right from Wrong Let's Talk: NSPCC PANTS rule	My family Different Families Being Kind and unkind	Physical differences between animals/people Likes and dislikes	Healthy Foods Medicines - Exercise Dental hygiene	Class Rules and Routines What is money Different jobs.	Life Cycles –animals, babies. Transition and changes in relation to moving up a class.
RE	God/Creation	God/Creation	Incarnation	Incarnation	Salvation	Salvation
MFL	Colours	Numbers 1 - 10	My name is ...	Days of the week	Greetings	Foods
Music						