


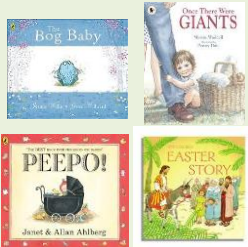




OLIVER'S BATTERY LONG TERM CURRICULUM OVERVIEW YEAR R


Whilst some seasonal drivers are planned for each year the majority of themes are based on observations of the children's interests. Key texts are chosen that support these themes

Year Group: R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal drivers	Starting school Getting to know you Autumn	Halloween Bonfire Night Remembrance day https://www.youtube.com/watch?v=pv_ub7Be7oA Christmas	Winter Chinese New Year	Spring Shrove Tuesday World Book Day Fair Trade fortnight Science Week Easter		Summer Working Together Moving up
Key Question	What makes me a me?	What is the Christmas story?	What happens in the winter?	How have I changed?	What's in our pond?	What do grown-ups do all day?
Themes Based on seasonal drivers and children's interests	Starting school Autumn Sukkot Squirrels Changing season - leaves	Witches Kitchen Super Heroes Birthdays Christmas	Winter Pets and vets Lunar New Year	Babies and Parents – animals and human Nursery Rhymes	Tadpoles Animal habitats Looking after our world	Growing up What's it like to live in a different country?
Key texts						
Aspirational Curriculum Goal: To actively care for the outdoor environment of the school and be able to talk about the importance of this for the	Explore the natural world around them at Forest School, for example, through bug hunting, observing the effect of the changing seasons on the environment etc Participate in tidying up the Early Years outdoor area. Putting things back in their place. Describe what they can see, hear and feel outside.		What do animals need to survive? Caring for pets. Explain why we have the Forest School rules. Understand that we must be careful how many natural resources we take from Forest School. Able to talk about our 'leave no trace' ethos.		Care for tadpoles from the pond. Learn about after Orangatang's habitat. Can describe some of the ways that their actions have an effect on the world. Talk about the effect of humans on the environment and ways that we can look after our world. OUTCOME: Record a video message talking about how we can look after the environment of our school.	


sustainability of our community.			
<p>Aspirational Curriculum Goal: Design and make a healthy snack.</p>	<p>Know that they need to wash their hands before handling food or eating. Can use cooking utensils, for example, spoons to measure out and stir. Role play cooking in the outside kitchen. Know and talk about the different factors that support their overall health and wellbeing: healthy eating Developing Experts: Food: Learn about Your Diet and How to Stay Healthy Make a Healthy Fruit Smoothie Cooking Opportunity: Pumpkin Soup</p>	<p>Take part in campfire cooking in Forest Schools sessions. Use cooking utensils effectively e.g. spoons to measure out. Read and mark make simple menus in the outside kitchen. Make a balance cake</p>	<p>Try new flavours and say whether or not they like them. Name some healthy foods and why it is important to eat healthily</p> <p>OUTCOME: Design a healthy snack identifying which healthy foods they will use and make it to share with the class.</p>


<p>Aspirational Curriculum Goal: To retell a familiar story using props they have designed and created.</p>	<p>Engage in story time, listening and talking about the stories we read in class. Listen to a variety of stories with diverse characters. Contribute to a class story map of a familiar story. Take on different roles in their imaginative play. Can tell a story to an adult to scribe (helicopter stories). Participate in performing our Helicopter Stories. Participate in the Nativity performance. Developing their vocabulary to be able to articulate what they like about something Opportunities to construct with a wide range of resources. Opportunities to join materials using a range of methods including sellotape, staples and glue. Opportunities to practise using scissors and are starting to hold them correctly.</p>		<p>Can identify the main characters in a story and talk about their feelings, actions and motives. Can sequence pictures from a familiar story. Can join in a story using familiar phrases. Can retell a story using actions. Can make props for their pretend play. Able to hold scissors correctly, sometime with support. Make a sock Bog Baby. Articulate their ideas and thoughts in well-formed sentences. Can use talk to organise thinking and activities.</p>		<p>Can retell a familiar story using familiar phrases. Develop a storyline in their pretend play. work in a group, cooperating and taking turns. Perform to an audience. Use tools including scissors competently. Can select and use appropriate techniques such as joining. Able to represent ideas. Can return to and build on previous learning, refining ideas. Can use different vocabulary to define texture, colours, shapes and smells. Can use talk to explain how things work. Can tell a peer what they like about their model. Can draw and label their model using GPCs they have learnt. Access Art: Prop making for toys Access Art: Cardboard creations OUTCOME: Retell a story using props they have made as part of a performance to the class or another class from the school</p>	
<p>Phonics</p>	<p>We follow the Little Wandel Scheme</p>					
<p>Literacy</p>	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol</p>	<p>Introduce widgits Composition: Orally compose a sentence and hold it in memory before attempting to write it (with support) Spelling: Spell to write VC and CVC words</p>	<p>Composition: Writing short captions independently. May begin to write a simple sentence with support. Spelling: Spell to write VC & CVC words independently using</p>	<p>Composition: Developing the ability to write captions and short sentences independently. Can read writing back to themselves. Spelling: Spell words by drawing on knowledge of</p>	<p>Composition: Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop. Write different text forms for</p>

<p>thoughts can be written down. Uses talk to link ideas to their marks / drawings.</p> <p>Composition: May begin to write some initial sounds (if taught).</p> <p>Spelling: Able to orally segment sounds in simple words, eg c-a-t. (CVC) Can say the initial sounds in most words.</p> <p>Handwriting: Draws lines and circles. Can write some recognisable letters from name.</p>	<p>relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Write their name by copying it from a name card or try to write it from memory. Use talk to link ideas, clarify thinking and feelings. Segmenting cvc words and attempting to write them using phonic sounds that have been taught. May begin to write short phrases with support. (2-3 words) "The cat" "The big cat" Know there is a sound/symbol relationship.</p> <p>Spelling: Write own name - letters in correct order.</p>	<p>independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Forming recognisable letters. Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc. Able to retrace vertical lines and working on improving anticlockwise movements. When writing words children are learning to control their letter size. Children given regular reminders about posture when working at tables: forearms on the table and feet flat on the floor.</p>	<p>Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters (all lowercase letters). Is starting to use some capital letters (uppercase) when writing. Know how to form clear ascenders and descenders. Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to write when writing. Anticlockwise movements focussed; children should be able to retrace vertical lines.</p>	<p>known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Can include spaces between words. Writing more capital letters correctly when needed.</p>	<p>different purposes (e.g., lists, simple stories, instructions). They can read their own sentences and so can teachers.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., to the I go no into is and of my independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children may be using finger spaces between their words</p>
--	--	---	---	---	---

		<p>Can identify known letters to match initial sounds (phase 2).</p> <p>Beginning to write CVC words and labels e.g. c-a-t.</p> <p>Handwriting:</p> <p>Form letters from their name correctly.</p> <p>Focus on modelling comfortable pen grip.</p> <p>Beginning to form other recognisable letters from Phase 2 phonics: will be learning the correct route when writing using a handwriting phrase.</p>				independently.
Writing opportunities		<p>Autumn word hunt</p> <p>Write a list</p> <p>CVC I spy</p> <p>Witches spell</p>	<p>I can see... (using curiosity cube) Have sentence stem to copy</p> 			
Maths (Mastering Number)	<p>Subitising within 3</p> <p>Focus on counting skills</p> <p>Explore how all numbers are made of 1s. Focus on composition of 3 and 4</p>	<p>Focus on counting skills</p> <p>Focus on the 'five-ness of 5' using one hand and the die pattern for 5</p>	<p>Subitise within 5 focusing on die patterns</p> <p>Match numerals to quantities within 5</p>	<p>Focus on the 'staircase' pattern and ordering numbers</p> <p>Focus on ordering of numbers to 8</p>	<p>Counting – larger sets and things that cannot be seen</p> <p>Subitising – to 6, including in structured arrangements</p> <p>Composition – '5 and a bit'</p>	<p>Subitise to 5</p> <p>Introduce the rekenrek</p> <p>Review and assess:</p>

	<p>Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than</p>	<p>Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</p>	<p>Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</p>	<p>Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers</p>	<p>Composition - of 10 Comparison – linked to ordinality Play track games</p>	<p>Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p>
<p>Maths SSM</p>	<p>Repeating patterns Positional Language 2d shape</p>	<p>2d shape Time: Night and Day Time: Sequencing Measure: Length & height</p>	<p>Full/empty Time: Days of the week Capacity</p>	<p>3d shape Time</p>	<p>Balance scales Make balance cakes</p>	<p>Patterns</p>
<p>Understanding the World</p>	<p>TNW Seasonal changes – Autumn – Squirrels Longitudinal study look at the trees in the Autumn</p> <p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p> <p>Journey stick – around our school</p>	<p>TNW Exploring Ice (trapped super heroes)</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day. Ask questions, use different sources to find answers including books.</p> <p>Computing:</p>	<p>TNW Seasonal changes – Winter - Longitudinal study look at the trees in the Winter Experiment & Investigation – what happens when materials freeze (water, shaving foam, Vaseline, oil)?</p> <p>Chronology: Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt</p>	<p>TNW Seasonal changes – Spring - Longitudinal study look at the trees in the Spring</p> <p>P&P How have we changed since we were babies?</p> <p>Chronology: Understanding the past through stories – looking at objects from Nursery Rhymes.</p> <p>Enquiry: Describe images of familiar</p>	<p>TNW Exploring and observing the natural world (tadpoles) Animated frog life cycle Frog life cycle</p> <p>TNW Similarities and differences between the natural world around them and contrasting environments</p> <p>Chronology: Recount an event, orally,</p>	<p>TNW Seasonal changes – Summer - Longitudinal study look at the trees in the Summer</p> <p>PCC Similarities and differences between life in this country and life in other countries</p> <p>TNW Similarities and differences between the natural world around them and contrasting environments</p> <p>Enquiry: Recognise, know, and describe features of different places: Fair Trade mini project 'b is for banana' including walk to Sainsburys.</p>

	<p>Computing: Awesome Autumn</p>	<p>Super Space</p>	<p>about through books. Talk about and understand changes in their own lifetime, by creating a personal timeline. Sequence events e.g. teeth brushing Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) Create a class timeline of their year in Squirrels.</p> <p>Computing: Winter Warmers</p>	<p>situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories. Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p> <p>TNW Exploring and observing the natural world (tadpoles) Explore floating and sinking – make a boat for the Gingerbread Man</p> <p>Computing: Busy Bodies</p>	<p>pictorial and/or with captions.</p> <p>Computing: Springtime</p>	<p>Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p> <p>Enquiry: Exploring maps Draw information from a simple map and identify landmarks of our local area walk. – Use Google Maps to show our Walk to Sainsburys.</p> <p>P&P Talk about the lives of people around us – their roles in society Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p> <p>Computing: Summer fun</p>
<p>RE Christianity and Judaism</p>		<p>Jesus’ birth PCC Know some similarities and differences between different religious and cultural communities in this country</p>	<p>Celebration Lunar New Year PCC Know some similarities and differences between different religious and cultural communities in this country</p>	<p>New life at Easter https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter Make an Easter Garden PCC Know some similarities and differences</p>	<p>PCC Know some similarities and differences between different religious and cultural communities in this country</p>	 <p>Special clothes PCC Know some similarities and differences between different religious</p>

				between different religious and cultural communities in this country	What is a Celebration? How do we celebrate? Celebrate Elmer's Day.   Shabbat	and cultural communities in this country
Expressive Arts & Design	<p>CwM Transient art self portraits</p> <p>Access Art: Explorers books: Collecting colour https://www.accessart.org.uk/explorers-books-collecting-colour/</p> <p>Painting Colour Mixing – autumn colours Kandinsky – circle & triangle pictures (linked to Maths)</p>	<p>CwM Firework art: Transient art Salad spinner art</p> <p>Collage Leaf man pictures</p> <p>Access Art: Collaging with Wax Crayon Rubbings https://www.accessart.org.uk/collaging-with-wax-crayon-rubbings/</p> <p>Access Art: Make an Autumn floor covering Autumn Floor Textiles https://www.accessart.org.uk/autumn-floor-textiles/</p> <p>Poppies</p>	<p>CwM Matisse inspired collage Henri Matisse Painting with Scissors</p> <p>Collage: Clothes for Jack Frost Chalk winter pictures inspired by famous winter art</p> <p>Transient art snowflakes</p> <p>Access Art: Fruit & Veg heads https://www.accessart.org.uk/fruit-and-veg-head/</p> <p>BI&E Roleplay: Elsa's castle Vets</p>	<p>CwM printing with 3d shapes (links to Maths)</p> <p>Observational drawing and painting: Daffodils & spring flowers</p> <p>Access Art: Insect hotels https://www.accessart.org.uk/insect-hotels/</p> <p>Make a sock Bog Baby</p> <p>BI&E House role play with baby dolls</p>	<p>CwM Observational drawing and painting: Tadpoles & ducklings</p> <p>Access Art: Prop making for toys https://www.accessart.org.uk/prop-making-for-toys/</p> <p>Painting Make an Elmer's Day outfit for the parade</p> <p>Drawing and Colour: Duckling inspired art looking illustrators Russell Ayto and Rob Biddulph  </p> <p>BI&E</p>	<p>CwM Access Art: Collage streets https://www.accessart.org.uk/collage-streets/</p> <p>Access Art: Cardboard creations https://www.accessart.org.uk/top-tips-for-cardboard-creations/</p> <p>Revisit Matisse – collaborative art inspired by 'The Snail'</p> <p>Symmetrical printing with paint (links to Maths)</p>

		Christmas cards Calendars BI&E Nativity	Lunar New Year Lion dance		Jungle roleplay	
Charanga	Me! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers	My Stories I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Everyone Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes	Our World Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey	Big Bear Funk Big Bear Funk Hickory, Dickory The ABC Song Twinkle, Twinkle Head, Shoulders, Knees and Toes If You're Happy and You Know It Five Little Monkeys The Wheels on The Bus Baa, Baa Black The Hokey Cokey Row, Row, Row Your Boat	Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Physical development	Dough Disco Squiggle while you wiggle Solent Therapy assessments	Dough Disco Squiggle me into a writer Me myself	Squiggle me into a writer Movement Development	Dance Children can move and react to the music.	Basic ball skills Can show control of a ball. Can send a ball into a space and towards a target. Athletics To know the importance of good health and exercise. Become familiar with Sports Day activities and equipment.	Team Games Child can show an awareness of space, adjusting speed and direction. Throwing and catching

<p>PSED/RR</p>	<p>Pantosaurus Understanding Private parts and boundaries</p>  <p>'No Outsiders Here' You choose- Nick Sharratt & Pippa Goodheart – 'We all like different things'</p>  <p>Red rockets and rainbow jelly- Sue Heap and Nick Sharratt - We like different things, we are friends</p> 	<p>My Happy Mind: Meet Your Brain</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating <p>Developing Experts: Food: Learn about Your Diet and How to Stay Healthy</p> <p><i>Make a Healthy Fruit Smoothie</i></p>	<p>My Happy Mind: Celebrate</p> <p>RR: What is a right Wants vs Needs Class Charter: 19 We have the right to be safe 28 the right to learn 31 The right to play</p>	<p>My Happy Mind: Appreciate</p>	<p>My Happy Mind: Relate</p>	<p>My Happy Mind: Engage</p> <p>Oral hygiene and Healthy eating</p> 
<p>Forest School</p>	<p>Autumn Introduction to Forest School Fire Safety</p> 	<p>How to put out a fire safely</p>	<p>Winter Cooking on a campfire Bird feeders Hibernation</p>	<p>Spring Explore how to care for the wild animals that live in our local area. Use logs and sticks to make a habitat pile to attract mini beasts: http://www.rspb.org.uk</p>	<p>Introduce tools Bow Saws Potato peeler Hapa Zoma Dandelions Making a nest for an orangutan Pond Dipping</p>	<p>Summer Elder Tree Using Tools Map of Forest School Using a flint & steel</p>

				<p>k/advice/gardening/deadwood.aspx</p> <p>Build an insect home: http://www.rspb.org.uk/advice/gardening/insects/building_homes.aspx</p> <p>Make a home for the Bog babies</p> <p>Water colour painting</p> <p>Making seed bombs</p>		
--	--	--	--	--	--	--