



Year R Curriculum overview - Term 3

Theme title: Will You Read Me A Story?



Launch pad event: Visit by a librarian.

Personal, Social and Emotional Development	<p>To understand our rules and the consequences if we break them.</p> <p>To become independent, having learnt our routines.</p> <p>To be interested, motivated and confident to explore new activities, to speak to others in positive terms about their needs, wants, interests, opinions and abilities.</p> <p>To make friends and to form good relationships, taking turns, sharing and accepting the needs and being aware of the feelings of others. To become an interactive participant, initiating play and conversations, playing collaboratively and finding compromises to solve problems.</p>
Communication and Language Development	<p>To respond to instructions involving a two-part sequence and to understand 'why' and 'how' questions.</p> <p>To maintain attention, concentration and to listen and respond to ideas in discussions.</p> <p>To begin to use more complex sentences to link thoughts, to explain what is happening and to anticipate what might happen next. To ask questions, to use a range of tenses and to build up and use vocabulary that reflects experiences.</p>
Physical Development - Moving & Handling - Health & Self-care	<p>To travel, balance and climb in safety, with control and co-ordination, negotiating space.</p> <p>To develop aiming, throwing and catching skills.</p> <p>To develop fine motor control, including efficient use of a pencil to form recognisable, cursive letters, to develop scissor skills & the handling of the tools involved in construction & modelling.</p> <p>Our 'Write Dance' sessions develop large-scale movement and fine motor co-ordination through movement, dance and drawing in response to music.</p> <p>To be aware of the changes to our bodies when we are active. To understand that hygiene, eating a variety of food, sleep, exercise and staying safe all contribute to us staying healthy.</p>
Mathematics - Numbers - Shape, Space & Measures	<p>Counting, recognising, comparing and ordering numbers beyond 10. To become familiar with and to use ordinal numbers, e.g. 1st, 2nd, 3rd.</p> <p>To relate addition to combining two groups of objects and to counting on.</p> <p>To begin to use the vocabulary involved in adding in practical activities and discussion.</p> <p>To order 2 or 3 items by length or height or by weight or capacity and to use the correct language to talk about size, weight and capacity to compare quantities.</p> <p>To recognise and talk about 3D shapes.</p> <p>To begin to use our developing mathematical ideas & methods to solve practical problems.</p> <p>Counting in 2's and 10's.</p>
English - Reading - Writing	<p>To name & link sounds to letters and write them cursively. To blend and segment sounds for reading and spelling. To attempt to read and write more complex words, using phonic knowledge.</p> <p>To begin to form captions and simple sentences, sometimes using punctuation.</p> <p>To experiment with writing in a variety of situations, using features of different forms such as lists, letters, speech bubbles, labels etc.</p> <p>To retell stories in the correct order, using their own openings, naming main characters and settings.</p> <p>To experience reading through fiction, poetry and non-fiction.</p>
Understanding the World - People & Communities - The World - Technology	<p>To appreciate and begin to know about our own customs, routines and celebrations, including Shrove Tuesday, & those of other people, especially the Chinese New Year.</p> <p>To look closely at similarities, differences, patterns and change, especially in cookery.</p> <p>To become aware of technology all around us and to use laptops and the interactive whiteboard safely, using simple software packages and developing touchpad and keyboard use.</p>
RE	<p>Pupils will talk about their favourite stories and learn some traditional Christian and Muslim stories too.</p>
Expressive Arts & Design - Exploring and Using Media & Materials - Being Imaginative	<p>To explore and experiment with colours and with textures, linking this to our class countries.</p> <p>To build a repertoire of songs and dances, to explore the sounds of instruments and create movement in response to music.</p> <p>To construct, using a variety of resources, to be able to select tools and techniques to shape, assemble and join materials and adapt work where necessary.</p> <p>To play cooperatively as part of a group to introduce storylines, to develop and act out narratives and to create props to support role-play.</p>
Our Outdoor Classroom	<p>The outdoor classrooms have been designed to provide a learning environment that supports all the above areas of learning and for our projects for this term.</p> <p>As well as P.E. kits, children should be provided daily with warm, waterproof clothing and footwear. We do have waterproof suits for learning time and a supply of Wellington boots at school that children can borrow.</p>
Homework	<p>Daily sharing of library books. Picture books and then guided reading books and words will be sent home regularly and it is essential that the children practise their reading for a few minutes each day that they are sent home. Occasionally the children will bring worksheets home to be completed.</p> <p>Diaries are sent home each weekend for the children to add their own news.</p>

Books you could read	Places you could visit together	Other activities
Information books about China 'The Runaway Wok' by Ying Chang Compestine Traditional stories	Kearsney Abbey and Russell Gardens in the winter weather A Chinese restaurant or take-away A pier A library	Try some Chinese food. Practise using chopsticks. Find out about The Great Wall of China Play Chinese checkers. Scissor activities. Undressing and dressing (coat zips)

