



## Year R Curriculum overview - Term 4



### Theme title: What Happens When We Fall Asleep?

#### Launch pad event: Visit from owl rescue centre

<b>Personal, Social and Emotional Development</b>	<p>To be aware of the behavioural expectations at school, to follow our rules and to begin to solve problems and disagreements without aggression.</p> <p>To become independent, having learnt our routines.</p> <p>To be interested, motivated and be confident to explore new activities, to speak to others in positive terms about their needs, wants, interests, opinions and abilities.</p> <p>To talk about their ideas and things they enjoy and are good at, and to say when they do or don't need help.</p>
<b>Communication and Language Development</b> - Listening & attention - Understanding - Speaking	<p>To respond to instructions involving several ideas or actions. To understand 'why' and 'how' questions.</p> <p>To listen attentively in a range of situations, anticipating and responding with comments, questions or actions.</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>
<b>Physical Development</b> - Moving & Handling - Health & Self-care	<p>To show good control, confidence and co-ordination in large and small movements, safely negotiating space.</p> <p>To develop fine motor control, including efficient use of a pencil to form recognisable, cursive letters, to develop scissor skills &amp; the handling of the tools involved in construction &amp; 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 talk about ways to keep healthy; to understand that hygiene, eating a variety of food, sleep, exercise and staying safe all contribute to this.</p>
<b>Mathematics</b> - Numbers - Shape, Space & Measures	<p>Counting, recognising, comparing, ordering and writing of numbers up to 20 and beyond.</p> <p>To relate subtraction to taking away. To begin to use the vocabulary involved in adding and subtracting in practical activities and discussion. 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 use everyday language related to time - day/night, seasons, days of the week</p> <p>To use our developing mathematical ideas &amp; methods to solve practical problems.</p>
<b>English</b> - Reading - Writing	<p>To read and write more complex words, using phonic knowledge.</p> <p>To read and write simple sentences, using some 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. To retell the main points of stories in the correct sequence by making story maps.</p> <p>To experience reading through fiction, poetry and non-fiction.</p> <p>To use vocabulary such as author, illustrator, title, blurb.</p> <p>To understand that information can be retrieved from non-fiction texts and computers.</p>
<b>Understanding the World</b> - People & Communities - The World - Technology	<p>To investigate and identify features of objects, living things, materials, places and events by using all the senses. To look closely at similarities, differences, patterns and change especially the changes between night and day.</p> <p>To learn about nocturnal animals and the night sky. To know that there is a range of technology in everyday life and to select and use laptops, iPads and recording devices safely, using simple software packages and developing keyboard use.</p> <p>To know how to operate simple equipment e.g. a remote control, to operate mechanical toys such as friction vehicles and technological toys with pulleys or knobs or real objects such as cameras. To appreciate and begin to know about our own cultures, beliefs and celebrations &amp; those of other people, including Easter.</p>
<b>RE</b>	<p>Pupils will talk about places that are special to them and will learn about special places of worship in Christianity and Islam.</p>
<b>Expressive Arts &amp; Design</b> - Exploring and Using Media & Materials - Being Imaginative	<p>To use their imagination in original ways, using all their senses, in art and design, making music and dances and experiment with ways of changing them.</p> <p>To develop their imaginative play and role play and to talk about their feelings invoked by these things.</p> <p>To choose and use simple tools and techniques to shape, join and assemble a range of different materials.</p>
<b>Our Outdoor Classroom</b>	<p>Our outdoor classrooms provide us with learning environments that support all the above areas of learning. We learn inside and outside in all weathers! Therefore as well as P.E. kit, please provide the children with warm, waterproof clothing &amp; footwear for cold and wet conditions. We do have a supply of Wellington boots and wet weather suits.</p> <p>Please remember that we do physical activities on most days and for health and safety reasons earrings must not be worn.</p>
<b>Homework</b>	<p>Daily sharing of library books. Guided reading books with related activities will be sent home regularly. We expect parents/carers to practise with their child for a few minutes each time a book is sent home.</p> <p>Occasionally other tasks will be sent home for the children to complete.</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
Non-fiction books about nocturnal animals Information books about the night sky and planets	Visit a lighthouse Visit a harbour Visit a farm, especially at lambing time	Observe and record the weather Plant some seeds In your diaries record how you use technology