



## Year R Curriculum overview - Term: 5

### Theme title: Why Can't I Have Chocolate For Breakfast?

#### Launch pad event: Make your own breakfast with parents



<p><b>Personal, Social and Emotional Development</b></p>	<p>To be aware of the behavioural expectations at school and to follow our rules. To be interested, motivated and be confident to explore new activities, to choose the resources they need for their chosen activities. To speak to others in positive terms about their needs, wants, interests, opinions and abilities and to say when they do or don't need help. To make friends and to form good relationships, to work as part of a group or class, accepting the needs and being aware of the feelings of others. To understand that someone else's point of view can be different from theirs. To become an interactive participant, initiating play and conversations, playing collaboratively, taking turns and finding fair compromises to solve problems.</p>
<p><b>Communication and Language Development</b></p> <ul style="list-style-type: none"> <li>- Listening &amp; attention</li> <li>- Understanding</li> <li>- Speaking</li> </ul>	<p>To listen carefully to what has been said and accurately repeat this to someone else. To listen to stories, anticipating key events and to respond with relevant comments and actions and to answer 'how' and 'why' questions. To give attention to what others say, to follow instructions accurately involving several actions, while engaged in another activity. To express themselves effectively, being aware of listeners' needs. To speak in complete sentences and to use past, present and future forms when talking about events. To use a wider range of vocabulary, including words which relate to a specific topic.</p>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>- Moving &amp; Handling</li> <li>- Health &amp; Self-care</li> </ul>	<p>To experiment and initiate new movements with control; repeating, linking and adapting movements and making comments on her/his work. To experiment and increase control of fine motor equipment such as scissors &amp; tweezers. To transport and handle equipment and tools, including gardening tools, effectively and safely. To know about hygiene, keeping fit and healthy in relation to sleep, exercise and staying safe in the sun. To understand the importance of a healthy, varied and balanced diet.</p>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Numbers</li> <li>- Shape, Space &amp; Measures</li> </ul>	<p>Counting, recognising, comparing, ordering and writing of numbers up to 20 and beyond. To say which number is one more or one less than a given number. To use the vocabulary involved in adding and subtracting, including counting on or back to find the answer and to record our work. To use our developing mathematical ideas &amp; methods to solve practical problems including doubling, halving &amp; sharing. To order 2 or 3 items by length, height, weight or capacity and to use the correct language to talk about size, weight and capacity to compare quantities and to solve problems. To use maths language to describe objects and shapes, especially solid shapes and to create symmetrical patterns. To use everyday language related to time and money and to measure short periods of time in simple ways.</p>
<p><b>English</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> </ul>	<p>To name the letters and sounds of the alphabet and to write them cursively. To understand alphabetical order. To use their phonic knowledge to read and write regular words and to make plausible attempts at more complex words. To think about what they want to write, ahead of writing it. To understand the term sentence, using a capital letter &amp; full stop and to re-read their writing checking for sense. To attempt to write captions and short sentences in meaningful contexts. To describe the main events, settings and characters in stories and to use terms such as author, illustrator, title and blurb. To experience an increasing range of books, including non-fiction. To know that information can be retrieved from books and computers.</p>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>- People &amp; Communities</li> <li>- The World</li> <li>- Technology</li> </ul>	<p>To identify features and talk about familiar places, including our school grounds and garden, materials and living things by using all the senses. To talk about the features of our environments and how people maintain the area we live in. To appreciate and begin to know about our own cultures, beliefs and celebrations, such as St Georges Day and Mothering Sunday. To decide which technology is best to use for particular purposes. To control a floor robot, remote controlled and other technological toys.</p>
<p><b>RE</b></p>	<p>Pupils will look closely at the nature around them. They will learn about how Christians believe the world was created. They will also hear some traditional Muslim stories about caring for animals.</p>
<p><b>Expressive Arts &amp; Design</b></p> <ul style="list-style-type: none"> <li>- Exploring and Using Media &amp; Materials</li> <li>- Being Imaginative</li> </ul>	<p>To sing songs, make music and dance, and experiment with ways of changing them. To choose and safely use materials, tools and techniques to shape, join, assemble and adapt using a range of different materials. To experiment with colour, design, texture, form and function. To represent and express their own ideas, thoughts and feelings and to begin to compare different pieces of artwork and music and to respond to that of others.</p>
<p><b>Our Outdoor Classroom</b></p>	<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! As the weather gets warmer the children need to be protected from the sun. Sunhats, particularly those that cover the neck, need to be provided and named. Sunscreen, preferably that which lasts all day, should be applied before coming to school each morning. Please remember that we do physical activities on most days and for health and safety reasons earrings must not be worn.</p>
<p><b>Homework</b></p>	<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. Occasionally other tasks will be sent home for the children to complete. 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
<p>Healthy eating recipes Funnybones</p>	<p>A breakfast café Outdoor gym equipment at the Community Centre</p>	<p>To bring into school any badges and certificates earned for activities outside of school to celebrate with classmates. To practise hopping, skipping with a rope &amp; hoola-hooping. To take notice of all technology used out of school.</p>