



# Year R Curriculum Overview 2022-23

Spring 1st Half Term



	04.01.23	09.01.23	16.01.23	23.01.23	30.01.23	06.02.23
<b>Key Events</b>	<b>Religious Education Enrichment</b>	<b>Epiphany</b>			<b>Family Group Worship</b>	
<b>Focus weeks</b>			<b>History</b>			
<b>Room of Wonders</b>		<b>Wise Men gifts – The Magi</b>	<b>Toy Museum</b>			
<b>English</b>		<b>Stick Man by Julia Donaldson</b> To write an alternative sentence to name Stick Man as a noun. To use adjectives to describe and create a Lost poster for Stick Man.				
<b>Phonics</b>		<b>RR – Ph 3 Wk 1</b> Teach j v w Teach he she	<b>RR – Ph 3 Wk 2</b> Teach x y z zz Teach we be me	<b>RR – Ph 3 Wk 3</b> Teach qu ch sh Teach was my	<b>RR – Ph 3 Wk 4</b> Teach th th ng Teach you they	<b>Consolidate</b> qu ch sh th ng and Tricky words
<b>Maths</b>		<b>Alive in 5!</b> Introducing Zero Comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity		<b>Growing 6, 7, 8</b> Introduce 6, 7 and 8 Combing two amounts Making pairs Length and Height Time		
<b>RE</b>		<b>Stories Jesus Heard (3)</b> Do you like stories? What are your favourite stories? When and where do you hear stories? Who tells stories?		Which stories did Jesus hear when he was a child? Noah Joseph Moses	Which stories did Jesus hear when he was a child? Joshua Ruth Jonah Daniel	Where will you find the stories that Jesus told? Who did he tell these stories to?



## Year R Curriculum Overview 2022-23

<b>PSHE</b>	<b>SEAL – Good To Be Me</b>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Understanding feelings, and why and how they lead us to behave the way we do – particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious.             <ul style="list-style-type: none"> <li>• Self-awareness – feeling good about myself, taking risks.</li> <li>• Managing my feelings – relaxing, coping with anxiety.</li> <li>• Standing up for myself – assertiveness, standing up for my views.</li> </ul> </li> </ul>
<b>Geography</b>	<p><b>Explore the season of Winter</b> – changes in the environment to animals, plants.</p> <p><b>Investigate materials</b> – waterproof and for warmth</p> <p><b>Scientific investigations</b> – freezing water, melting ice. Explore methods – which method melts the ice in the quickest time?</p> <p><b>Science Sparks investigations</b> – Winter, snow and ice.</p>
<b>History</b>	<p><b>How is our country different to another?</b></p> <p>Similarities and differences of England to the Arctic/Antarctica</p>
<b>History</b>	<p><b>Toys Past and Present</b></p> <p>Talk about toys from the past and compare to toys we got at Christmas</p>
<b>Expressive Art and Design</b>	<p><b>Artist: Andy Goldsworthy</b></p> <p>Winter ice decoration</p> <p>Painting with ice</p> <p>Natural sculptures</p> <p>Natural winter art</p>
<b>Music</b>	<p><b>Charanga – Everyone!</b></p> <p>Explore family, friends, people and music from around the world.</p> <ul style="list-style-type: none"> <li>• Listen and respond to different styles of music</li> <li>• Learn to sing nursery rhymes and action songs             <ul style="list-style-type: none"> <li>• Play classroom instruments</li> </ul> </li> </ul> <p>Share and perform</p>
<b>Computing</b>	<p>iPads and laptops used to enhance teaching and learning in Continuous Provision</p> <p><b>BeeBots</b> – introduction to coding and programming</p>
<b>PE</b>	<p><b>Gym Stars</b> led by MFC coaches</p> <p><b>FMS – Jack and the Beanstalk</b></p>



## Year R Curriculum Overview 2022-23



		<p>To experiment with different ways of moving</p> <p>To use increasing control over an object by touching, pushing, patting, throwing, or catching</p> <p>To move with control and co-ordination</p> <p>To use a range of small and large equipment</p>	<p>To jump and land appropriately</p>	<p>To roll in a variety of ways</p>	<p>To roll a ball accurately</p>	<p>To climb up and down apparatus using alternate feet</p> <p>To revise fundamental movement skills covered in the unit</p>
--	--	--	---------------------------------------	-------------------------------------	----------------------------------	---