









**YEAR R Curriculum Overview 2022-2023**

**Nanpean Community Primary School**  
*Nurturing Children's Passion to Succeed*

	<i>Autumn</i>		<i>Spring</i>		<i>Summer</i>	
<b>Book Links</b> 	<ul style="list-style-type: none"> <li>• sharing</li> <li>• Taking turns</li> </ul>		<ul style="list-style-type: none"> <li>• Animals</li> <li>• growing</li> </ul>		<ul style="list-style-type: none"> <li>• Vegetables</li> <li>• weather/seasons</li> </ul>	
<b>Local Links</b> 	Jo Downs – Local artist.	Contact a local school – write a class letter.	Visit Newquay zoo.	Local forager class visit.	Class visit to Eden.	Local walk.
<b>Aspirations</b> 	I am an artist	I am an explorer	I am a zoo keeper	I am a gardener	I am a chef	I am a reporter
<b>Trips/Real life experiences</b> 	Being at school with new routines and expectations	Email children in other schools around the world	Visit Newquay Zoo.	Weekly cooking. Growing our herbs and plants.	Weekly cooking. Visiting The Eden project	Weekly weather report
<b>Showcase Week</b> 	Our own art work – inspired by Jo Downs		Recording our time at the zoo (Picture or a simple sentence).		Record a class video – weather reports.	
<b>Personal, Social and Emotional Development</b> 	<b>Building relationships:</b> Building respectful relationships. <b>Managing self:</b> Sees themselves as a valuable individual. <b>Self-regulation:</b> Manages own needs. <b>Circle Time Theme:</b> Getting to know you. <b>Whole School Events:</b>	<b>Building relationships:</b> Building constructive relationships. <b>Managing self:</b> Showing resilience. <b>Self-regulation:</b> Considers the feelings of others. <b>Circle Time:</b> Being kind and friendship..	<b>Building relationships:</b> Thinking about the perspective of others. <b>Managing self:</b> Showing perseverance. <b>Self-regulation:</b> Able to express and moderate own feelings.	<b>Building relationships:</b> Showing sensitivity to others. <b>Managing self:</b> Being confident to try new activities. <b>Self-regulation:</b> To give focused attention and respond appropriately.	<b>Building relationships:</b> Working cooperatively with others. <b>Managing self:</b> Knowing right from wrong. <b>Self-regulation:</b> Understand the feelings of themselves and others.	<b>Building relationships:</b> Forming positive attachments to others. <b>Managing self:</b> Understanding own hygiene needs and how to keep healthy. <b>Self-regulation:</b> Setting and working towards

	Class rules and expectations.		<b>Circle Time:</b> Thinking about our own and others Feelings.	<b>Circle Time:</b> Listening and concentrating.	<b>Circle Time:</b> Resolving conflict and problem solving.	simple goals. <b>Circle Time:</b> Achieving and changes.
<b>Physical Development</b> 	<b>Gross motor skills:</b> Developing skills to manage the school day. <b>Fine motor skills:</b> Developing small motor skills.	<b>Gross motor skills:</b> Revising and refining fundamental movements. <b>Fine motor skills:</b> Using a range of tools, such as scissors.	<b>Gross motor skills:</b> Balance, agility and coordination. <b>Fine motor skills:</b> Using a range of tools accurately.	<b>Gross motor skills:</b> Ball skills. <b>Fine motor skills:</b> Developing foundations of a handwriting style.	<b>Gross motor skills:</b> Knowing and talking about different factors to support health and wellbeing. <b>Fine motor skills:</b> Showing accuracy and care when drawing.	<b>Gross motor skills:</b> Knowing and talking about different factors to support health and wellbeing. <b>Fine motor skills:</b> Holds a pencil effectively for fluent writing.
<b>Communication and Language</b> 	<b>Speaking:</b> Developing social phrases and describing events in some detail. <b>Listening, attention and understanding:</b> Understanding how to listen carefully and why it is important.	<b>Speaking:</b> Articulating ideas and connecting more than one idea or action. <b>Listening, attention and understanding:</b> Engaging in stories, rhymes and songs.	<b>Speaking:</b> Using new vocabulary and retelling stories. <b>Listening, attention and understanding:</b> Engaging in non-fiction.	<b>Speaking:</b> Asking questions and using talk to work out problems. <b>Listening, attention and understanding:</b> Listening attentively and responding with relevant comments, actions or questions.	<b>Speaking:</b> Expressing ideas and feelings in full sentences with correct use of tenses. <b>Listening, attention and understanding:</b> Holding conversations with peers and adults.	<b>Speaking:</b> Offering explanations for why things happen in small group and class discussions. <b>Listening, attention and understanding:</b> Making comments about what they have heard and asking questions to clarify.
<b>Literacy</b> 	<b>Talk for writing:</b> <b>Comprehension:</b> Demonstrates an understanding of what has been read to them. <b>Word reading:</b> Saying the sounds for individual letters. <b>Writing:</b> Can form lower case letters correctly. <b>Storytelling:</b> Response to pupils' interests. <b>RWInc:</b> Whole class speed sound lessons.	<b>Talk for writing:</b> <b>Comprehension:</b> Anticipates key events in stories. <b>Word reading:</b> Blending sounds into words. <b>Writing:</b> Writes recognisable letters. <b>Storytelling:</b> Response to pupils' interests. <b>RWInc:</b> Assessed groups.	<b>Talk for writing:</b> <b>Comprehension:</b> Anticipates key events in stories. <b>Word reading:</b> Reading letter groups that represent sounds. <b>Writing:</b> Able to spell words phonetically. <b>Storytelling:</b> Response to pupils' interests. <b>RWInc:</b> Assessed groups.	<b>Talk for writing:</b> <b>Comprehension:</b> Re-reads books to build confidence in fluency and understanding. <b>Word reading:</b> Reading common exception words. <b>Writing:</b> Can write short sentences. <b>Storytelling:</b> Response to pupils' interests. <b>RWInc:</b> Assessed groups.	<b>Talk for writing:</b> <b>Comprehension:</b> Uses and understands recently introduced vocabulary. <b>Word reading:</b> Reading simple phrases and sentences. <b>Writing:</b> Re-reads what they have written to check it makes sense. <b>Storytelling:</b> Response to pupils' interests. <b>RWInc:</b> Assessed groups.	<b>Talk for writing:</b> <b>Comprehension:</b> Uses and understands recently introduced vocabulary. <b>Word reading:</b> Reading aloud simple sentences and books. <b>Writing:</b> Writes simple phrases and sentences that can be read by others. <b>Storytelling:</b> Response to pupils' interests. <b>RWInc:</b> Assessed groups.
<p style="color: red;">Key Author: Julia Donaldson  A Poem a Day: A Treasury of Songs</p>						

<p><b>Maths</b></p> 	<p><b>Number:</b> Counts objects, actions and sounds. Can count beyond 10. <b>Numerical pattern:</b> Continuing, copying and creating patterns.</p>	<p><b>Number:</b> Is able to compare numbers. Can link a numeral to a value. <b>Numerical pattern:</b> Investigates shapes.</p>	<p><b>Number:</b> Understanding one more and one less. Is able to subitise. <b>Numerical pattern:</b> Can compare length weight and capacity.</p>	<p><b>Number:</b> Exploring the composition of numbers to 10. <b>Numerical pattern:</b> Can select and manipulate shapes to develop spatial reasoning. Comparing quantities to 10.</p>	<p><b>Number:</b> Recalling number bonds to 5. <b>Numerical pattern:</b> Explore patterns within numbers to 10 including evens and odds, doubling and distributing quantities evenly.</p>	<p><b>Number:</b> Recalling number bonds to 10. <b>Numerical pattern:</b> Verbally counts beyond 20.</p>
<p><b>Understanding the World</b></p> 	<p><b>People. Culture and communities:</b> Talk about members of family and community. Name and describe familiar people. <b>The natural world:</b> Explores the natural world around them.</p>	<p><b>Past and present:</b> Comments on images of familiar situations in the past. <b>People. Culture and communities:</b> Understand special places in the community. Understand life is different in other countries. Draw simple information from a map. <b>The natural world:</b> Describe what they can see, feel and hear outside.</p>	<p><b>Past and present:</b> Compare and contrast characters from stories, including figures from the past. <b>People. Culture and communities:</b> Recognise and describe different environments. <b>The natural world:</b> Make observations and drawings of animals and plants.</p>	<p><b>Past and present:</b> Talk about the lives of people around me. <b>People. Culture and communities:</b> Understand life is different in other countries.</p>	<p><b>Past and present:</b> Know similarities and differences between the past and now. <b>The natural world:</b> Recognise environments different to where they live.</p>	<p><b>Past and present:</b> Show an understanding of the past. <b>People. Culture and communities:</b> Know similarities and differences between the natural world around them and in other places. <b>The natural world:</b> Understand the effect of changing seasons. Explore and understand important processes and changes in the natural world.</p>
<p><b>Religious Education</b></p> 	<p>Why is the word 'God' so important to Christians?</p>	<p>F2 Why is Christmas special for Christians?</p>	<p>F4 Being special: Where do we belong?</p>	<p>F3 Why is Easter special for Christians?</p>	<p>F5 Which places are special and why?</p>	<p>F6 Which stories are special and why?</p>
<p><b>Expressive Arts and Design</b></p> 	<p><b>Creating with materials:</b> Explores a variety of artistic effects.</p>	<p><b>Creating with materials:</b> Refining ideas and representations.</p>	<p><b>Creating with materials:</b> Creating collaboratively. Being imaginative and expressive:</p>	<p><b>Creating with materials:</b> Make use of props and materials when role playing.</p>	<p><b>Creating with materials:</b> Safely explore materials, tools and techniques.</p>	<p><b>Creating with materials:</b> <b>Share</b> creations, explaining processes.</p>