

Discoverers Class Curriculum (Year R) 2024-2025

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	ALL ABOUT ME (SETTLING IN)	LET'S CELEBRATE (CHRISTMAS)	INTEREST FOCUSED (SPACE/DINOSAURS/ETC)	OUR VILLAGE & EASTER	WHERE IN THE WORLD	FOREST SCHOOL & TRANSITION
Focus of Unit	Learning about each other, our families and how to keep ourselves healthy. Learning about emotions and relationships	Exploring a range of celebrations from different faiths and cultures	TBC based on children's interests	Explore our village – what is there? how could we improve it?	Explore the different continents of the world	Focus on outdoor learning and our forest school afternoons
Personal, Social & Emotional Development	-Manage their own needs (personal hygiene) -Know & talk about the different factors that support their overall health & wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.	-Express their feelings & consider the feelings of others -See Themselves as a valuable individual -Build constructive & respectful relationships	-Show perseverance & resilience in the face of challenge - Identify & moderate their own feelings socially & emotionally	-Think about perspectives of others - Know & talk about the different factors that support their overall health & wellbeing: being a safe pedestrian.(village walk)	-Know & talk about the different factors that support their overall health & wellbeing: sensible amounts of screen time,	-Know & talk about the different factors that support their overall health & wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.
PSHE/RSHE	-Families & people who care for me -respectful relationships -healthy eating -Physical & mental wellbeing	-Friendships -Respect for other cultures	-Being safe & revisit bullying in respectful relationships SRE – follow NSCPCC PANTS guidance	-First aid -Revisit friendships/emotions	-Online safety	-Sun care -Revisit emotions re: transition
Communication & Language	- Understand how to listen carefully and why listening is important - Learn new vocabulary - Develop social phrases -Engage in story times -Learn rhymes, poems & songs -Listen carefully to rhymes & songs, paying attention to how they sound.	- Use new vocabulary through the day - Ask questions to find out more & check they understand what has been said to them -Listen to & talk about stories to build familiarity & understanding -Learn rhymes, poems & songs	- Articulate their ideas and thoughts in well-formed sentences - Connect one idea or action to another using a range of connectives - Use new vocabulary in different contexts - Engage in non-fiction books	- Describe events in some detail - Use talk to help work out problems & organise thinking and activities & to explain how things work and why they might happen	-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words - Learn rhymes, poems and songs	-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge & vocabulary
Physical Development	- Further develop the skills they need to manage the school day successfully (lining up & queueing. - Develop small motor skills to use range of tools competently (pencil, paintbrushes, scissors, cutlery) - Use core muscle strength to achieve a good posture when sitting at a table or on the floor	- Further develop the skills they need to manage the school day successfully (lining up & queueing. - Develop small motor skills to use range of tools competently (pencil, paintbrushes, scissors, cutlery) - Use core muscle strength to achieve a good posture when sitting at a table or on the floor	- Revise & refine fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Develop confidence, competence, precision & accuracy when engaging in activities that involve a ball.	-Develop the foundations of a neat handwriting style which is fast, accurate & efficient - Combine different movements with ease and fluency - Develop overall body-strength, balance, coordination & agility	-Develop the overall body strength, coordination, balance & agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport & swimming. - Progress towards a more fluent style of moving, with developing control & grace.	-Confidently and safely use a range of large and small apparatus indoors & outside, alone & in a group. -Further develop & refine a range of ball skills including throwing, catching, kicking, passing batting & aiming
PE (with Aspire)	Fundamentals of Movement Gymnastics	Sending and Receiving Dance	Attacking and Defending Outdoor Adventure Activities	Invasion Games Strike and Field	Athletics	Multi-Skills Games
Literacy	COLOUR MONSTER -Read individual letters by saying the sounds for them -Blend sounds into words so that they can read short words made up of known letter-sound correspondences	- Read individual letters by saying the sounds for them -Blend sounds into words so that they can read short words made up of known letter-sound correspondences - Form lower-case & capital letters correctly	- Read some letter groups that each represent one sound and say sounds for them - Read a few common exception words matches to LW - Form lower case & capital letters correctly - Spell words by identifying the sounds & then writing the sound with the letter/s	PHILLIPPA PHEASANT - Read simple phrases & sentences made up of words with known letter-sound correspondences and where necessary a few exception words - Re-read these books to build up their confidence in word reading -Write short sentences with words with known sound-letter correspondences using a capital letter & a full stop.	-Form lower case and capital letters correctly -Write short sentences with words with known sound-letter correspondences using a capital letter & a full stop. - Re-read what they have written to check it makes sense	THE OAK TREE (history) -Form lower case and capital letters correctly -Write short sentences with words with known sound-letter correspondences using a capital letter & a full stop. - Re-read what they have written to check it makes sense
Maths	Mastering number 1-5 CP linked to weekly objectives - Count objects, actions & sounds - Subitise -Link the number symbol (numeral) with its cardinal value	Mastering number 6-10 CP linked to weekly objectives - Select, rotate & manipulate shapes to develop spatial reasoning skills - Compare numbers - Compare length, weight & capacity -Continue copy & create repeating patterns	Mastering number 11-15 CP linked to weekly objectives - count beyond 10 Compose & decompose shapes so that children recognise a shape can have other shapes within it just like numbers - Explore composition of numbers to 10	Mastering number 16-20 CP linked to weekly objectives - Count beyond ten - Compose & decompose shapes so that children recognise a shape can have other shapes within it - Explore composition of numbers to 10 - Compare length, weight, capacity	Mastering number 21-25 CP linked to weekly objectives -Understand the 'one more than/one less than' relationship between consecutive numbers - Automatically recall number bonds for numbers 1-5 and some to 10.	Mastering number 26-30 CP linked to weekly objectives - compare length, weight & capacity

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Understanding the World	Computing	Activities from EYFS schemes built into continuous provision & exploring on Minimash. Children to become confident to photograph their work using the iPad		Introduce log ins and focus on a different game/program each week	Introduce bee bots	Continue to build children's confidence with logging in ready for Y1	
	Key Purple Mash and EYFS Activities to explore	-Intro Minimash -Drawing skills – paint projects -Photography – to identify 'good' photos and to take photos on an iPad	-Keyboard skills – adding first name to paint pictures/typing/deleting	-Keyboard skills – capital letters -Sounds – explore Minimash music area -Safety and privacy -Using Purplemash with an individual login	-Robots – beebots -Technology Around us	-Keyboard skills – using space bar to add both names	-Quizzes
	Science	- Explore the natural world around them -Describe what they see, hear, feel while outside	- Describe what they see, hear & feel whilst outside.	- Understand the effect of the changing seasons on the natural world around them	-Understand the effect of the changing seasons on the natural world around them -Describe what they see, hear and feel whilst outside		- Understand the effect of the changing seasons on the natural world around them -Describe what they see, hear and feel whilst outside
	History	-Talk about members of their immediate family & community	- Comment on images of familiar situations in the past		-Compare & contrast characters from stories including figures from the past		
	Geography				-Draw information from a simple map	-Draw information from a simple map - Recognise similarities & differences between life in this country & life in other countries - Recognise some environments that are different from the one in which they live.	
	Culture & community	-Talk about members of their immediate family & community - Name and describe people who are familiar to them	- Recognise that people have different beliefs & celebrate special times in different ways	- Understand that some places are special to members of their community			
Religious Education		<i>SPECIAL</i> Special things/ special food	<i>CELEBRATION</i> (Incarnation) Celebrating the birth of Jesus	<i>STORYTELLING</i> Jesus as a story teller	<i>NEW LIFE</i> (Salvation) Eggs as a sign of new life	<i>GOD/CREATION</i> Introduce the Big Frieze	<i>SPECIAL</i> CLASS PONDERING UNIT Artefacts as starting points
Expressive Arts & Design		- Explore, use & refine a variety of artistic effects to express their ideas & feelings - Listen attentively, move to & talk about music expressing feelings & responses - Sing in a group or on their own, increasingly matching the pitch and following the melody.	- Create collaboratively, sharing ideas, resources & skills - Sing in a group or on their own increasingly matching the pitch & following the melody.	- Watch & talk about dance & performance art, expressing their feelings & responses - Explore & engage in music making and dance , performing solo or in groups.	-Return to & build on their previous learning, refining ideas & developing their ability to represent them -Develop storylines in their pretend play - Create collaboratively, sharing ideas, resources and skills	-Return to & build on their previous learning, refining ideas & developing their ability to represent them -Develop storylines in their pretend play - Create collaboratively, sharing ideas, resources and skills	-Return to & build on their previous learning, refining ideas & developing their ability to represent them
Art/Design and Technology		Drawing – self portraits Painting – colour names and mixing Printing – hand and feet Sculpture – joining techniques	Painting- thick vs thin brushes Printing – Christmas themed Sculpture – diva lamps Collage – explore colour	Painting from imagination Printing – footprints? Sculpture – junk modelling rockets / dragons	Textiles – creating bracelets through threading beads on string/wool/ribbon Drawing – village houses/locations	Collage – to create different environments, explore texture & colour	Collage with natural materials Mixed media – combine natural and manmade to create crafts eg wands/shakers Drawing – observational of flowers
Music (Hampshire Music Service Units)		Title: Rosie's Walk Dimensions Focus: duration & timbre	Title: Rainbow Fish Dimensions Focus: timbre	Title: Dragon Dance Dimensions Focus: duration	Title: Incy Wincy Spider Dimensions Focus: pitch & texture	Title: The Weather Dimensions Focus: dynamics & tempo	Title: On the beach Dimensions Focus: structure & timbre