



Believe ~ Learn ~ Grow

Ridgeway Farm CE Academy Curriculum Map

Year R 2023-2024

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Value	Generosity	Compassion	Courage	Forgiveness	Service	Respect
	Inspirational Theme	Inspirational Theme: Children	Inspirational Theme: Diversity	Inspirational Theme: Community	Inspirational Theme: Explorers	Inspirational Theme: Creation	Inspirational Theme: Leadership
		All About Me	Celebrations	People Who Help Us	Our Wonderful World	To Infinity & Beyond	Go Green
	Big Question	What's Special About Me?	How do we all celebrate?	Who can we trust to help us?	What makes our world wonderful?	What has changed?	How can I make a difference?
	Experiences and Inspiration	-	Local celebration walk! Whole school pantomime	Visits: dentist, police, fire, nurse, vets.	Butterfly World CATERPILLARS		Local litter pick
Theme	Children will learn about themselves and others, making new friends and finding similarities and differences between themselves and their peers.	Children will learn about their own special celebrations, whilst learning about how others may celebrate differently. We will explore different cultures and religions through this topic. <u>Celebrations to cover:</u> Birthdays, Diwali, Bonfire Night, Remembrance, St Andrews Day, Advent, Christmas, New Year	Children will learn about their wider community and how they help us. We will explore who we would trust to help.	Children will learn about our planet and all the wonderful things that happen here. We will explore different environments and look at how they differ.	Children will learn about space and beyond our planet. We will look at past and present and explore creation.	Children will learn about being citizens of the world. We will explore current issues and see how we can make a difference to our world.	

<p>Characteristics of Effective Learning</p>	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Personal, Social and Emotional Development</p>	<p>Being Me In My World</p> <p>I can help others to feel welcome. I can begin to recognise and manage my own feelings I understand why it is good to have kind and gentle hands I am beginning to understand what responsible means</p>	<p>Celebrating Difference</p> <p>I can talk about what I am good at. I understanding that being different makes us all special I know ways that we are different and the same I can tell you how to be a kind friend I can tell you why my home is special to me I know ways to stand up for myself.</p>	<p>Dreams and Goals</p> <p>I understand that if I persevere I can tackle challenges I can tell you a time that I didn't give up I can set a goal and work towards it I can use kind words to encourage people I know what it means to feel proud of myself.</p>	<p>Healthy Me</p> <p>I understand that I need to exercise to keep my body healthy I understand that moving and resting are good for my body I know which foods are healthy and not healthy I know how to help myself go to sleep and why it is good for me I can wash my hands thoroughly and I know why it is important to stay healthy I know what a stranger is and how to keep safe if a stranger approaches me</p>	<p>Relationships</p> <p>I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend</p>	<p>Changing Me</p> <p>I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception</p>
<p>Physical Development</p>	<p>Jungle Journey Dough Disco Squiggle</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp</p>	<p>Jungle Journey Dough Disco Squiggle</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p>	<p>Team Games Squiggle me into a writer</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p>	<p>Obstacle Courses Squiggle me into a writer</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Sports Day Prep Squiggle me into a writer</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors /</p>	<p>Ball Skills Handwriting focus</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p>

	Pencil Grip	Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors		Start to cut along a curved line, like a circle / Draw a cross	Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
	Climbing using the outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	Crates play- balancing and climbing. Hula hoops for skipping in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers.	Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Cooperation games including parachute games. Dance / moving to music	Balance- children moving with confidence Dance related activities in the stage area. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Races / team games involving gross motor movements dance related activities	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
Communication and Language	Settling in activities Making friends Children talking about experiences that are familiar to them through the use of news from home books. Rhyming and alliteration Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understands how to listen carefully and why listening is important – introducing talking partners. Use new vocabulary through the day. Carefully chosen stories to develop the children's vocabulary.	Using language well. Encourage and model the use of how and why questions during new time. Discovering Passions Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events in some detail during new time and in the puppet area. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time. Sustained focus when listening to a story.	Re-read some favourite stories/ stories we have uses in our learning to revisit and consolidate vocabulary and events.	Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places with different weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books.
Comprehension and Word Reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme.	Retell stories related to events through acting/role play. Stories from other cultures and traditions	Making up stories with themselves as the main character.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Retell a story with actions and / or picture prompts as part of a group.	Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events &

	<p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn single sounds.</p> <p>Practise oral segmenting and blending</p>	<p>Christmas letters/lists.</p> <p>Retelling stories</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books.</p> <p>Learns more single sounds as well as some simple digraphs.</p> <p>Understands how to break down words into their sounds.</p> <p>Understands concept of a digraph.</p> <p>Can spot simple digraphs in words.</p> <p>Blending some simple CVC words.</p>	<p>Encourage children to record stories through picture drawing/mark making for LAs.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Recognising some simple tricky words.</p> <p>Learns more digraphs.</p> <p>Confident in blending CVC words and some CVCC/CCVC words.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Learns more digraphs.</p> <p>Confident in blending CVC words and some CVCC/CCVC words.</p>	<p>Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Can explain the main events of a story.</p> <p>Can draw pictures of characters/ event / setting in a story.</p> <p>May include labels, sentences or captions.</p> <p>Building a wider bank of tricky words they can confidently recognise.</p> <p>Starting to sight read some simple words.</p> <p>Building confidence with CVCC/CCVC words.</p>	<p>respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Fiction means story.</p> <p>Can point to front cover, back cover, blurb, illustration, illustrator, author and title.</p> <p>Building a wider bank of tricky words they can confidently recognise.</p> <p>Starting to sight read some simple words.</p> <p>Building confidence with CVCC/CCVC words</p>
Phonics	Books 1-6 S, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, le, ss		Books 7-12 J, v, w, x, y, z, zz, qu, ch, sh, th, ng, dge, ve, wh, cks, tch, nk		Books 13-18 Ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, er, ue, ue, ure, ture	
Writing	<p>Shows a preference for a dominant hand. Able to copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes accurately. Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Ascribe meaning to marks.</p> <p>Write own name. Use some clearly identifiable letters to communicate meaning. Link sounds to letters, naming the letters of the alphabet. Write initial sounds of words. Using finger grip.</p>	<p>Write independently during play. Write CVC words. Write labels and captions. Using modified tripod grip</p>	<p>Sit correctly at a table, holding pencil comfortably.</p> <p>Use phonic knowledge to write words in way that matches spoken sounds.</p> <p>Simple sentences which can be re-read themselves. Write some common irregular words. Using tripod grip.</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</p>
Writing Focus	Name writing Labels and captions	Name writing Labels and captions Birthday cards CVC words	Labels and captions CVC words Tricky words Letters	Simple stories CVC/CVCC/CCVC words Tricky words	Simple stories CVC/CVCC/CCVC words Tricky words Weather reports	Simple stories CVC/CVCC/CCVC words Tricky words Posters

Poems and Rhymes	Traditional rhymes e.g. Wind the bobbin up, If you're happy and you know it.	Birthday song Fireworks Poem		More nursery rhymes	Space Poem (Zim Zam Zoom)	More nursery rhymes
Text and Film	Elmer All Kinds of Families We're all Wonders We're Going on a Bear Hunt Peepo https://www.youtube.com/watch?v=1y4YDaggybl	When's my Birthday? Let's Celebrate – Special Days Around the World Where the Poppy's Now Grow Elmer's Christmas https://www.literacyshed.com/bearandhare.html	What Do People Do All Day? When I Grow Up Words and Your Heart Super Duper You https://www.youtube.com/watch?v=07d2dXHYb94	The Enormous Turnip Poles Apart The Very Hungry Caterpillar https://www.youtube.com/watch?v=iYXBJmrsxZU	Look UP! Cyril the Lonely Cloud Whatever Next https://www.youtube.com/watch?v=7kT29xihKatie oCk	Greta and the Giants Who Swallowed Stanley https://www.youtube.com/watch?v=xFPoIU5iiYQ
Supplementary Texts	The Family Book Only One You Great Big Book of Families Thank You Mr Panda Guess How Much I Love You All Bodies are Good Bodies Starting School Harry and the Dinosaurs go to School When I Was Young The World is Full of Babies My Body, Your Body Stardust Worm loves worm	The Snowman Father Christmas Comes up Trumps Father Christmas Needs a Wee Night Before Christmas How Many Sleeps 'Til Christmas Mog's Christmas Norman the Slug Who Saved Christmas Polar Express Stick Man Jolly Christmas Postman Dear Santa Pig the Pug Fibber	Emergency! Wash Scrub Brush Supermum Ten Little Superheroes Superbat Supertato Superkid The Cow That Climbed a Tree The Koala Who Could	At the Same Moment Around the World Here We Are Mad About Mini-beasts Flip Flap Farm Farm Animals Caterpillars and butterflies Katie and the Sunflowers We're Roaming in the Rainforest Above and Below Superworm Out there somewhere it's time to... Meerkat Mail Grandpas Garden What a Wonderful World Little Red Hen Mr Wolf's Pancakes This is Our House	Man on the moon Aliens Love Underpants Beegu How to Catch a Star The First Hippo on the Moon Here We Are What's Up The Way Back Home Aliens in Underpants Save the World Peace at last Dr Zarbels Blue and Bertie	The Journey Home 10 things I can do to help my world My First Heroes – Eco Warriors The Blue Giant Amazing Animal Journeys George Saves the World by Lunchtime Tidy The Boy Who Cried Wolf This is Not my Hat
Maths	Getting to know you Just like me!	It's me 1, 2, 3! Light & Dark	Alive in 5! Growing 6, 7, 8	Building 9 & 10 Consolidation	To 20 and Beyond First, then, now	Find my pattern On the move

Religious Education	F5 Being special: where do we belong?	UC F2 Why is Christmas special for Christians?	UC F1 Why is the word God so important to Christians?	UC F3 Why is Easter special to Christians?	F3 What places are special and why?	
Understanding the World	Talk about the lives of the people around them	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	Roles in society	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>	Understand the past through settings, characters and events encountered in books read in class and storytelling Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
Expressive Arts and Design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p style="text-align: center;">Jackson Pollock (Term 4 or 5) Goldsworthy (Term 2)</p>					