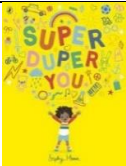


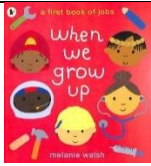

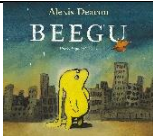
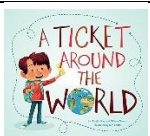
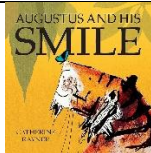
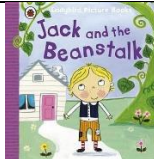
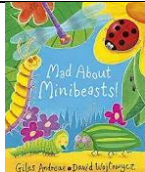






Sussex Road Year Group Curriculum Map: Year R

Year R	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry & Intent	<p>Who Am I?</p> <p><i>Children will settle happily into Sussex Road School by exploring their new classroom environment and building relationships.</i></p>	<p>Who Could I Be?</p> <p><i>Children will explore Tonbridge and key roles within the community.</i></p>	<p>Where Am I?</p> <p><i>Children will understand where they live in relation to their locality and the wider world. They will begin to discover and compare different environments, countries and cultures.</i></p>	<p>What Am I?</p> <p><i>Children will learn about a variety of minibeasts and plants - understanding life cycles and how they can look after and grow living things.</i></p>		
Core Texts	 	 	 	 	 	 

PSED	<p>The children will be supported in their transition into Reception. They will be introduced to the Zones of Regulation and begin use this to think about their own feelings and the feelings of others. They will be encouraged to speak to other children and form new friendships that are constructive and respectful, playing games and having opportunities to discuss their likes, dislikes and feelings. Children will develop their understanding of working as part of a group within their new house teams and classes – seeing themselves as a valued member of the class and school community.</p> <p>Children will be building upon their knowledge of the school values, following the classroom expectations and be supported in how to appropriately manage conflicts with their friends.</p> <p>They will be developing their metacognitive learning strategies, becoming independent, resilient and resourceful learners.</p> <p>Children will be encouraged to become independent in managing their own needs, for example undressing and dressing themselves for PE and Forest School.</p>	<p>Children will be developing their skills in working independently and collaboratively, learning to consider the views of others. They will be confident to try new things and show resilience in the face of a challenge.</p> <p>Children will be developing their confidence to speak in front of a familiar group showing confidence in their own abilities, seeing themselves as a valued member of the class and wider community.</p> <p>Children will be encouraged to suggest ideas of how to resolve conflicts, talking about how they show their feelings and beginning to be aware of the needs and feelings of others further supported by our key text, Beegu.</p> <p>They will use the Zones of Regulation to appropriately manage and regulate their feelings and behaviour.</p> <p>Children will be developing their independence in managing their own safety when using a variety of different tools and equipment, managing some risks for themselves in the Malleable Area, Mud Kitchen and Forest School.</p> <p>We will talk regularly about living healthily and how we can look after our bodies.</p>	<p>Children will have developed positive relationships with their peers and adults, they will be able to take account of one another's ideas and how to organise them, responding appropriately even if engaged in an activity. They will be able to ask for help when needed or will show their own independence in their organisation of this. Children will show sensitivity to the feelings of others and understand that their behaviour, and that of others, has consequences. They will be able to explain the reason for the rules and expectations and how they keep us safe and help us to make good learning choices.</p> <p>Children will know about ways to keep healthy and safe. We will discuss and learn about sun safety for example, wearing sun-cream and sun hats.</p> <p>Children will be able to dress and undress themselves with complete independence when getting ready for PE and Forest School.</p> <p>All children will begin to think about their transition into Year 1 and will have opportunities to meet their new teacher and classroom.</p>
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<p>Communication and Language</p>	<p>Children will be learning conversational skills and new language linked to socialisation. They will learn how to ask questions in well-formed sentences and listen to different visitors including Mystery Reader guests and other visitors from the community.</p> <p>Children will be encouraged to use what they have learnt and apply it in their play - developing and using story language through role play and shared experiences.</p> <p>Children will demonstrate an understanding of stories and be able to follow simple instructions.</p> <p>Children will be able to increase their concentration skills in appropriate focus tasks, such as Circle Time, and remain engaged for longer periods. They will begin to understand why listening is important – being given the opportunity to listen, question and challenge statements, using talk to clarify their thinking.</p> <p>During their Phonics learning, children will develop their listening skills by paying attention to rhymes and songs, thinking carefully about the sounds that they hear.</p>	<p>Children will engage in daily story times and will be encouraged to use repeated refrains and story language that they have learnt from the text. They will talk about their favourite stories and say what they like and don't like, developing a life-long love of reading.</p> <p>Children will develop their skills of listening and responding to others in conversations and discussions. They will learn how to recall events using the correct tense and use more complex sentences involving time words to organise their thinking as well as a range of connectives to link their ideas.</p> <p>Children will be extending their vocabulary, learning about different planets and features of the Earth by engaging with non-fiction texts.</p> <p>During Plan, Do, Review, children will develop their skills in answering how and why questions related to their experiences. When reviewing their learning choices, children will use talk to evaluate and solve problems and develop their metacognitive strategies to make their learning better.</p>	<p>Children will listen to stories every day and be able to anticipate key events using their knowledge of traditional tales and other texts.</p> <p>Children will be able to engage in back-and-forth conversations about their experiences or new learning using this to build relationships and further their thinking. They will be able to respond appropriately in full sentences to what they hear with relevant comments and questions, being encouraged to link this with their own experiences using new vocabulary.</p> <p>The children will ask and answer questions in relation to growing, changes they observe and mini-beasts to clarify their understanding.</p> <p>They will be encouraged to make predictions and explain their thinking by making connections to past events and previously learnt knowledge.</p>
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Physical Development	Forest School Managing Self	Forest School Managing Self Fundamental Movement Skills	Forest School Ball Skills	Forest School Dance	Forest School Gymnastics	Forest School Athletics
	<p>Children will be encouraged to become independent in managing their own needs, for example undressing and dressing themselves for PE and Forest School. The children will start weekly PE lessons where they will play stopping and starting games and explore different ways of travelling using different parts of their body. They will negotiate space around other children, adjusting speed or changing direction to avoid obstacles. During their weekly Forest School lessons, and in their daily access to the Malleable Area, children will be practicing using different tools safely. They will take part in daily Write Dance to help develop their pencil grip, overall body strength and co-ordination and control. They will make marks and learn to write their own name, being encouraged to accurately form letters. Children will begin to use lines accurately to form shapes that represent objects including themselves and their families.</p>		<p>Children will continue with their daily Write Dance to develop their listening and muscle control. Their fine motor skills will continue to improve to develop their pencil grip, enabling them to independently form recognisable letters with their dominant hand. Children will be developing their balance and co-ordination skills during their weekly PE lessons; learning to throw and catch a ball with confidence, competence precision and accuracy. They will also learn a group dance which they will progress towards performing with a fluent style of moving showing developing control and grace. Children will be developing their independence in managing their own safety when using a variety of different tools and equipment, managing some risks for themselves in the Malleable Area, Mud Kitchen and Forest School. Children will develop more accuracy and detail in their drawings, beginning to look more closely at shape, line, pattern and texture.</p>		<p>Children will be given the opportunity to work as part of a team in their PE lessons, learning skills to complete activities for Sports Day. Children will show good co-ordination in large and small movements, completing activities skilfully with ease and fluency. They will have developed their overall body strength and agility needed to engage with future PE sessions and wider personal experiences, such as at the park and when swimming. They will be able to dress and undress themselves with complete independence when getting ready for PE and Forest School. Children will be able to sit at a table with good posture, showing good pencil control. They will carry out observational drawings of plants and animals showing accuracy and care. They will independently be able to form letters with an accurate and fluent handwriting style.</p>	

Literacy	<p>Children will be focusing on oral blending and segmenting Set 1 sounds as well as writing the linked Set 1 letters correctly. Children will be focusing on blending Set 1 CVC words, such as; cat, dog, mug and writing the linked initial Set 1 sounds correctly.</p> <p>Children will be encouraged to write their own names and begin to recognise some common exception words such as: I and the.</p> <p>Children will take home high quality picture books to share with their families to build a life-long love of reading. As children begin to blend Set 1 sounds accurately, they will take home a Blending Book which is linked to daily phonic teaching and their developing reading ability.</p>	<p>Children will be focusing on learning Set 1 and Set 2 sounds and using this to extend their blending and segmenting skills. Children will also be writing the corresponding graphemes and begin to use these within their writing.</p> <p>Children will learn how to write labels and captions. They will begin to learn and use common exception words such as: I, and, the.</p> <p>During our daily story times, children will be hearing a range of fiction and non-fiction texts linked to Space and the World to inspire their own story writing and retelling. They will use and understand recently introduced vocabulary during discussions and role play.</p>	<p>Children will continue to be taught Set 2 sounds and will be secure by the end of the year, recognising at least 10 digraphs.</p> <p>Children will apply their knowledge of phonics for reading and writing sentences. Children will continue to be taught how to spell a wide range of common exception words such as: I, the, was, put, of.</p> <p>In English lessons, children will be taught how to use story maps to retell stories, based on the King of Tiny Things, and will be taught how to use this as a plan for their own writing. They will be taught how to use books and a range of other sources to find out information about mini-beasts to inform their fictional writing.</p> <p>During our daily story times, children will be exposed to a range of traditional tales that will be used as a basis for their own independent story writing and retelling. They will be able to anticipate key events and use repeated refrains and full sentences to express and develop their own narratives.</p>
	<p>Over the year, children will be encouraged to write for a variety of purposes through Continuous Provision enhancements. This will be supported by our Enquiry learning, enhancements and provocations and may include but not be limited to: writing stories, labelling images, recipe writing, making signs, tickets, instructions.</p>		

Mathematics	Just Like Me!	It's Me 1, 2, 3!	Light & Dark	Alive in 5!	Growing 6, 7, 8	Building 9 & 10	To 20 and Beyond	First, Then, Now	Find My Pattern	On the Move
	Matching Objects	Represent 1, 2, 3	Four	Zero	6, 7, 8	9 and 10	Building Numbers Beyond 10	Adding More	Doubling	Deepening Understanding
	Sorting Objects	Compare 1, 2, 3	Five	Comparing Numbers to 5	Making Pairs	Comparing Numbers to 10	Counting Patterns Beyond 10	Taking Away	Sharing & Grouping	Patterns & Relationships
	Comparing Amounts	Composition of 1, 2, 3	One More & One Less	Composition of 4 & 5	Combining 2 Groups	Bonds to 10			Odd & Even	
	Comparing Size, Mass & Capacity	Circles and Triangles	Shapes with 4 Sides	Comparing Mass	Length & Height	3D Shape	Spatial Reasoning	Spatial Reasoning	Spatial Reasoning	Spatial Reasoning
	Exploring Pattern	Spatial Awareness	Night & Day	Comparing Capacity	Time	Pattern				

Understanding the World	<p>This term, children will be exploring different occupations and linking these, where possible, to key features and places in Tonbridge by looking at and drawing their own simple maps e.g. including, places of worship and religious leaders, restaurants and chefs, the Police Station and Police Officers. Children will have the opportunity to meet these important members of society and ask questions about their role in the community.</p> <p>Whilst exploring the environment of the local community and the important members of those within it, children will begin to compare how this has changed over time. They will look at images of familiar places from the past and begin to compare them with the present.</p> <p>The children will be encouraged to use technology to explore the world around them and, with support, find images in relation to different people and places. We will compare how ways of life, routines and celebrations (such as Diwali and Christmas) are different in each household and around the world, learning about the stories that some of these traditions originated from.</p>	<p>Children will be introduced to the planet in which they live on. They will understand where they live in relation to their locality and the wider world.</p> <p>The children will be introduced to particular geographical features to describe Earth such as: land, sea, river, lake, hill, mountain, rainforest and desert.</p> <p>We will continue to learn about different celebrations and ways of life, including learning about Lunar New Year and Easter.</p> <p>The children will explore different countries and cultures using a core text, A Ticket Around the World. They will begin to recognise that some environments differ from the one in which they live. Children will explain some similarities and differences between lives in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.</p>	<p>Children will make observations of animals and plants, using technology and books to learn more about them and their similarities and differences. They will look closely and draw their observations with good control. They will be encouraged to redraft their observational drawings to edit and improve as they go.</p> <p>Children will have the opportunity to learn about what living things need to grow, looking closely at the life cycles of butterflies and plants.</p> <p>All children will have access to gardening tools and equipment they will need to plant seeds and independently look after their own garden.</p>
	<p>Over the year, children will have the opportunity to revisit a familiar place within the community (Haysden Country Park). They will be introduced to new vocabulary that they will apply in context over the year to explore the natural world around them and describe what they see, hear and feel in relation to understanding the effect of the changing seasons.</p>		

Expressive Arts and Design	<p>Children will have the opportunity to create their own models with recycled materials or other malleable resources. They will be encouraged to plan their creations, sharing ideas, resources and skills in response to our learning before building and selecting the tools they will need (e.g. making their own Fire Engines and Police Cars).</p> <p>The children will have access to primary colour paints to encourage them to mix colours to create their own variety of different shades needed to explore mark making with different tools to express their ideas and feelings. They will have access to their own stage and fabrics in the outdoor area where they can build relationships, working with other children, and explore the use of a variety of instruments.</p> <p>In the build up to Christmas, children will work as a group to learn and sing songs and create dances for our performance.</p>		<p>Children will explore texture and use different materials to create their own representations of planets, including the Earth.</p> <p>Children will be encouraged to represent their own ideas during their independent learning by making puppets and music to retell stories.</p> <p>Children will continue to select the tools and techniques they need to assemble materials that they are using in the Malleable and Creative Areas, planning and reviewing their creations. They will be encouraged to return to and build on their ideas, reviewing their learning and developing their work further.</p> <p>Children will be encouraged to build and create for a purpose, for example making their own rockets.</p> <p>Throughout the year, children will have plenty of opportunities to share their creations with their peers and teachers. They will listen and respond to questions about their creations and be encouraged to discuss the processes and skills they have used. They will begin to think about reviewing their learning, taking on feedback from their peers and teachers.</p>	<p>Children will represent their observations of the growing plants and animals in different ways. They will draw on their previous knowledge and develop their ideas collaboratively, sharing ideas and skills to build and create for a purpose.</p> <p>They will continue to review their creations, using metacognitive strategies, thinking about how they can improve or edit their pieces, refining their ideas and developing their ability to represent them.</p> <p>The children will be encouraged to plan their own storytelling shows that involve songs, music, dance and costumes. They will have the opportunity to perform their shows and performances to their peers and teachers who will offer feedback where appropriate.</p> <p>Children will use the skills they have learnt across the year to safely use a variety of materials, tools, techniques and colours with increasing independence and purpose.</p>
Hook	Starting School	Visits from People in the Community	Beegu Crash Landing	<p>Jack and the Beanstalk</p> <p>Wakehurst Place</p>
Suggested		Police crime scene. Fire role play.	<p>Following Beegu crash landing in the outdoor area, children will be inspired to create and write their own lost posters. They will put their posters up around school to encourage others to look for Beegu.</p> <p>Children will be encouraged to create a book about Earth's environment to teach Beegu about where we live.</p>	

Showcase	Super Duper Me <i>What makes me special?</i>	Who I Will Be <i>What I will be when I grow up</i>	My Planet <i>A planet I have created</i>	Reach for the stars <i>Dance</i>	What am I? <i>Minibeast music</i>	We are going on a bug hunt <i>Story writing</i>
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