

Curriculum Overview for Year R ~ Summer first half-term 2017 (The Bear-necessities!)

Personal, Social & Emotional Development

- Following our JYS Code of Conduct – showing awareness and understanding of their own and other peoples' needs including the adults who work in our school.
- Discussing both the importance of being kind and caring towards each other and showing awareness of making good and bad choices.
- Explaining own knowledge and understanding, and asking appropriate questions of others.
- Being confident when speaking in a familiar group, talking about their ideas, and choosing the resources they need for their chosen activities independently.
- Being able to adjust their behaviour to different situations, and take changes of routine in their stride.
- Being confident to try new activities, and say why they like some activities more than others.
- Developing skills in being able to negotiate and solve problems without aggression, e.g. when someone has taken a toy they want to play with.
- Speaking to others about own needs, wants, interests and opinions.
- Playing co-operatively, taking turns with others.



Communication & Language

- Listening to and responding to ideas expressed by others in conversations or discussions.
- Using talk to connect ideas, explaining what is happening and anticipating what might happen next.
- Using language to imagine and recreate roles and experiences in play situations.
- Listening to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.
- Answering 'how' and 'why' questions about their experiences and in response to stories or events.
- Maintaining attention, concentrating and sitting quietly during appropriate activities.
- Using past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Following instructions involving several ideas or actions.
- Understanding humour, e.g. nonsense rhymes, jokes.



Physical Development

- Moving with control and co-ordination over, under and through small apparatus.
- Using small and large equipment.
- Describing changes to body after being active and discussing how exercise can help to keep us healthy.
- Participating in Funky Fingers activities, Disco-dough and Brilliant Brain Gym sessions.
- Using a pencil and holding it effectively to form recognisable letters, most of which are correctly formed.
- Showing increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Handling equipment and tools effectively, including pencils for writing.
- Managing their own personal needs successfully, including dressing independently.
- Using simple tools to effect changes to materials.
- Showing an understanding of how to transport and store equipment safely such as in the outside area and during P.E. sessions.



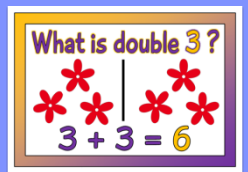
Literacy – Reading & Writing

- Linking sounds to letters, naming and sounding the letters of the alphabet.
- Knowing that information can be retrieved from books and computers.
- Reading and understanding simple sentences.
- Using phonic knowledge to decode regular words and reading them aloud accurately.
- Reading some common irregular words.
- Demonstrating understanding when talking about what they have read.
- Discussing what they like and dislike about different texts.
- Continuing a rhyming string.
- Attempting to write short sentences in meaningful contexts which can be read by others.
- Using their phonic knowledge to write words in ways which match their spoken sounds.
- Beginning to write some irregular common words, such as 'the', 'are', 'they', 'you', 'my'.



Mathematics

- Adding by counting on.
- Adding linked to doubling.
- Adding sets of numbers together and recording addition number sentences.
 - Subtracting/taking away.
- Solving simple addition and subtraction problems using money.
- Recognising the hours on an analogue clock, and reading and setting the time to the hour.
- Comparing the capacity of two containers.
- Beginning to count in steps of 2, 5 and 10.



Understanding the World

- Continuing to use 'paint' programs to create pictures of bears.
- Using BeeBots to follow a chosen route and learning the functions of the different buttons.
- Using IT to support learning and selecting technology for different purposes – using microphones, iPads & CD player.
- Talking about people and animals in different countries, and discussing similarities and differences.
- Finding out about different bears around the world and discussing the similarities and differences in habitats and environments.



Expressive Arts & Design

- Exploring 2D and 3D art.
- Moving to music and singing songs.
- Role play – using various resources and areas e.g. dressing up, kitchen.
- Creating own costumes using available resources.
- Making own play dough by adding together and mixing the ingredients to gain the correct consistency and texture.
- Listening to and creating music linked to 'Bears' theme.
- Experimenting with colour, design, texture and function.
- Performing the re-telling of stories to an audience.

