



Year R Curriculum Overview - Term 3

Theme Title: Are All Houses The Same?



Launch Pad Event: Walk Around Hawkinge

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| Personal, Social and Emotional Development | To show a growing understanding of their own feelings and those of others. To give focused attention to what the teacher says. To understand our class rules and the consequences if we break them. To be interested and confident to try new activities. To form positive attachments to adults and peers. To continue to develop independence, having learnt our routines. |
| Communication and Language | To listen carefully during whole class discussions and small group interactions. To participate in discussions and begin to offer their own ideas. To share feelings about their experiences. |
| Physical Development | To travel, balance and climb safely, with control and co-ordination, negotiating space. To use hoops and quoits to develop aiming, balancing and spinning skills. To develop fine motor control, including using the tripod grip to hold a pencil in preparation for fluent writing. |
| Mathematics | To order 2 or 3 items by weight and to use the correct language to talk about weight. To recognise and talk about 3D shapes. To become familiar with and to use ordinal numbers, e.g. 1 st , 2 nd , 3 rd . To relate addition to combining two groups of objects and to counting on. To begin to recognise and sort coins. To relate time to the changing seasons and to learn the order of the days of the week. |
| Literacy | To name & link sounds to letters and write them correctly. To blend and segment sounds for reading and spelling. To attempt to read and write simple words, using phonic knowledge. To begin to form captions and simple sentences, sometimes using punctuation. To experiment with writing in a variety of situations, using features of different forms such as lists, speech bubbles, labels etc. To retell stories in the correct order, using their own openings, naming main characters and settings. To experience reading through fiction, poetry and non-fiction. |
| Understanding the World | To appreciate and begin to know about our own customs, routines and celebrations & those of other people, especially the Chinese New Year. To become familiar with using maps and finding countries, e.g. England, China. To investigate different types of homes throughout history and begin to talk about similarities and differences. |
| RE | Pupils will talk about their favourite stories and learn some traditional Christian and Muslim stories too. |
| Expressive Arts & Design | To explore and experiment with colours and textures. To explore the sounds of instruments and create movement in response to music. To construct, using a variety of resources, to be able to select tools and techniques to shape, assemble and join materials and adapt work where necessary. To play cooperatively as part of a group to introduce storylines, to develop and act out narratives and to create props to support role-play. |
| Our Outdoor Classroom | The outdoor classroom has been designed to provide a learning environment that supports all the above areas of learning. As we learn outside most days, please make sure that your child comes to school with appropriate outdoor clothes - a named sun hat if it is hot, warm, waterproof coat if it is cold or wet. We do have waterproof suits for learning time and a supply of Wellington boots at school that children can borrow. |
| Homework | Daily sharing of guided reading books. These are sent home every day and it is essential that the children practise their reading at home, for a few minutes each day. Diaries are sent home each weekend for the children to add their own news to. |

| Books you could read | Places you could visit together | Other activities |
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| Information books about China 'The Runaway Wok' by Ying Chang Traditional stories | Kearsney Abbey in the winter weather Stately homes A Chinese restaurant or take-away | Try some Chinese food Practise using chopsticks Find out about The Great Wall of China Cutting with scissors |