

Aspley Guise - Year R Overview

Subject	Autumn 1 : Settling In, Elmer, Autumn & Harvest,Perfect Pets and Animals	Autumn 2: Once Upon A Time, One Snowy Night, Celebrations	Spring 1 Roll Up,roll up, People Who Help Us , Dinosaurs Roar	Spring 2 The Wheels on the Bus, Spring, New Life	Summer 1 Jack & The Beanstalk, Amazing Minibeasts, Blast Off	Summer2 Pirates & mermaids, Under the Sea, Summer Time
English Phonics	a,l,s,m,t,n,o,p,b,c,g,h,d,f ,v,e, CV AND CVC WORDS word building, word segmenting, sound swap, sentence reading,CEXW	K, r, u, j, w, z, x, y, ff, ll, ss, zz CVC, diagraphs word building, word segmenting, sound swap, sentence reading CEXW	introduction to common exception words Recap and reinforcement of all single phonemes. CVC, CVCC, diagraphs word building, word segmenting, sound swap, sentence reading. CEXW	common exception words reading and writing Recap and reinforcement of all single phonemes and diagraphs introduction of ch, sh, th, ck , CVCC, CVCCV diagraphs word building, word segmenting, sound swap, sentence reading. CEXW	common exception words reading and writing Recap and reinforcement of all single phonemes and diagraphs CVCCV word building, word segmenting, soundswap, sentence reading. CEXW	common exception words reading and writing Recap and reinforcement of all singlephonemes and diagraphs CVCCV word building, word segmenting, sound swap, sentence reading. Reinforce letter names and capital letters CEXW
Writing	Independent writing activities on doodle table and home corners,letter formation, reinforcing pencil grip, phonic skills and first name writing.					
English Writing	Fine motor control activities eg picking up pegs,threading beads. Holding a pencil for mark making and anti clockwise movements and vertical lines eg tracing. letter formation writing lists Story sequencing	Fine motor control activities eg picking up pegs,threading beads. Holding a pencil for mark making and anti clockwise movements and vertical lines eg tracing. letter formation writing lists Story sequencing	surname writing, writing lists, story sequencing, labelling, sentence structure- capital letter,full stop. common exception words	surname writing, writing lists, story sequencing, labelling, sentence structure- write more than 1sentence Cew in sentences	writing facts, sentence structure, labelling data collection, invitations, sequencing, making books, talk for writing using language mat and helicopter stories, letter names, capital letters, rhyming strings. Cew	Writing facts, sentence structure, labelling, data collection, invitations, sequencing, making books, talk for using language mat and helicopter stories, Letter names, capital letters Cew

English Reading	Individual reading twice a week. Phonic games, peer mentor reading.					
<p>Main Class Readers</p>	<p>STARTING SCHOOL Lucy & Tom start school – Hughes (F) Starting School - Ahlbergs (F) Little Rabbit goes to school- Horse (F) Harry & His Bucketful of DinosaursReynolds</p> <p>ELMER Elmer books Mckee (F) Noah's Ark (NF) The Mixed up chameleon – Carle (F) Anna's Amazing Multicoloured glasses (NF)</p> <p>AUTUMN/ HARVEST A TREE FOR ALL Seasons-Bernard(NF) Percy's Park- Butterworth (F) Farmer Duck-Waddell-Humour (F) Little Red Hen-Barton (F)</p> <p>PERFECT PETS Wibbly Pig Picks a pet – Inkpen (F) Mog – Kerr (F) The Monster Pet-Jan Pienkowski (F) Dogger – Hughes (F) Jamil's Clever cat</p>	<p>ONCE UPON A TIME 3 Little Pigs, Elves and the Shoemaker,Goldilocks, 3 Billy Goats, Gingerbread Man. (F)</p> <p>ONE SNOWY NIGHT Winter (NF) 1 Snowy Night – Butterworth (F) Snow Bears- Waddell (F) The snow angel- Chapman (F) The Snowman Briggs (F)</p> <p>CELEBRATIONS: The Story of DiwaliDaynes((NF) Sammy Spider's 1st Hannukah Roliss, Christmas (NF) The Jolly Postman Ahlberg (F) Robin Finds Christmas Brett (F) A Christmas Story Wildsmith (NF) Thomas & The Missing Christmas Tree-Awdry (F)</p>	<p>ROLL UP,ROLL UP Spot Goes to the Circus Hill (F) You see a circus,I see Downs The Fabulous Fosskett Family CircusYeoman Clown Blake (F) Paddington at the circus Bond (F) When the Circus comes to town,B Parkes</p> <p>PEOPLE WHO HELP US People Who Help us Series: Hunter (NF) Cops & Robbers, Burglar Bill- Mrs Wobble the witness Ahlberg (F)</p> <p>DINOSAURS ROAR Dinosaurs(NF) Dinosaur Roar- Stickland (F) Dinosaurs & All that Rubbish Foreman (F) How to grow a dinosaur Hart (F) Dinosaurs(NF)</p>	<p>THE WHEELS ON THE BUS(NF) Transport Mrs Armitage on wheels- Quentin Blake (F) You can't take an elephant on the bus – Patricia C Peck- (F) The Adventures of Thomas Awdry (F)</p> <p>SPRING Spring (NF)</p> <p>Poems about spring</p> <p>EASTER First Festivals Easter Deede's Easter Surprise (F) The Easter Egg scramble (f)</p>	<p>JACK & THE BEANSTALK Jack and the Beanstalk (F) The Enormous Turnip(F) The Seed Eric Carle (NF)</p> <p>AMAZING MINIBEASTS Minibeasts (NF) The Very Hungry Caterpillar Carle (F) The Bad Tempered Ladybird Carle(F) Minibeasts A Book of Poems Fisher (NF)</p> <p>BLAST OFF Space (NF) Aliens Love Underpants Freedman (F) Whatever Next Murphy (N)</p>	<p>PIRATES AND MERMAIDS My Granny is a Pirate Mcdermid (F) Pirates Love Underpants Freedman (F) The Little Mermaid Poems about the sea Duncan and the Pirate (F)</p> <p>UNDER THE SEA Sea (NF) Rainbow fish Pfister Commotion in the Ocean Andrae (F) The Snail and the Whale Donaldson (F) Shark who was afraid James (F)</p> <p>SUMMER Handa's Surprise Browne (F) Lucy & Tom at the Seaside Summer Poems Signs of Summer</p>
Key	PSHE	IMAGINATION	DIVERSITY	REPETITION AND RHYME	HUMOUR	VOCABULARY Non Fiction

<p>Maths</p>	<p>Place Value: Numbers to 5 counting & recognition, comparing groups, counting, Addition & Subtraction: change within 5 Shape & Space: Patterns Measurement: position, distance</p>	<p>Place value: Numbers 5 to 10 counting & recognition comparing groups, counting Addition & Subtraction: Addition to 10 Shape & Space: 2d shape, sequencing Measurement: Length</p>	<p>Place Value: Numbers 10 to 15 comparing groups, counting & recognition Addition & Subtraction: Count on & back on a number line to 15 Shape & Space: 3d shapes Measurement: Weight</p>	<p>Place Value: Numbers to 20, counting & recognition Addition & Subtraction: Count on & back on a number line to 20 Shape & Space: 3d Measurement: position, distance</p>	<p>Place Value: Part part whole Addition & Subtraction: Starting at different numbers, doubling and halving Shape & Space: 2d & 3d Measurement: Length, time</p>	<p>Place Value Addition & Subtraction: own word problems, doubling and halving, sharing, count in 2's, 5's, 10's. Shape & Space: Patterns Measurement: Money, Capacity</p>
<p>Personal, Social & Emotional Intent</p>	<p>Growth Mindset To be able to take turns & play cooperatively To recognise right from wrong & be able to follow rules To be able to initiate a conversation To be able to take account of what others might say To be aware of the boundaries set & of behavioural expectations</p>	<p>Getting On and Falling Out To be aware of their own needs and those of others & that their actions can affect others. To be able to take steps to resolve conflicts with others To explain own knowledge & understanding about a personal object/experience. To be able to ask questions of others To be confident to speak to others about own needs, wants, interests & opinions</p>	<p>Going For Goals To be confident to try. To aim high To be persistent and keep on trying To reflect and improve.</p>	<p>Good To be Me To know what makes them special? To know what they are good at. To know what they would like to be better at. To know how this can be achieved To know what the value of determination means</p>	<p>Relationships To know how to build positive relationships To know that we might look different but we are all the same To be able to work as part of a group taking turns. To know what is fair and unfair.</p>	<p>Changes To be able to say how they have changed. To be able to say something they can do now. To know how to cope with changes in their life To be able to say how change makes them feel.</p>
<p>Growth Mindset Intent (Primarily taught in the first term but are reinforced throughout the year.)</p>	<p>To identify different ways a person can learn to do something tricky. To identify the steps to success eg for putting on a coat To describe how they feel when learning or doing something difficult To identify how people feel when they find something difficult To suggest ways of encouraging themselves and others to try again To identify characteristics of the different mindsets To suggest ideas for how a character can develop a growth mindset To set challenges for self and others</p>					

Communication Listening, Understanding, Speaking Intent	To maintain attention & concentrate To respond to instructions involving a 2 part sequence To use language to imagine & re create roles in play situations	<i>(The former continues)</i> To use language to imagine & re create roles in play situations -Divali, Fairytales, Christmas play.	To be able to speak to others about positive attributes about themselves To be able to respond to a story with relevant comments, questions To understand instructions with a 2 part sequence To understand humour in jokes and rhymes.	To be able to use talk to organise, sequence and adapt thinking, ideas and events.	To be able to give attention to what others say and respond appropriately To be able to follow a story without pictures or props. (Both through Helicopter stories)	To be able to listen to instructions and follow accurately To be able to ask for clarification To be able to express views about events/ characters in a story To be able to answer questions about why things happened
Physical Development Intent	To know what a space is To be able to move with control & co ordination eg adjust speed /change direction To experiment with different ways of moving in response to music To describe change after being active To show a preference for a dominant hand to use anti clockwise movements / retrace vertical lines/ colour in between the lines.	To show a preference for a dominant hand to use anti clockwise movements / retrace vertical lines/ colour in between the lines. To travel with confidence and skill under, over and through balancing equipment.	To be able to transport equipment safely To be able to jump off an object and land appropriately To be able to travel with confidence and skill under, over and through balancing equipment	To be able to throw a ball with control. To be able to pat a ball with control To be able to catch a ball with control To be able to aim with a ball To be able to move with expression – dance.	To be able to move with control, imagination – dance. To be able to control a ball by kicking it – football	To be able to do a shot put throw To be able to throw a javelin To be able to do a standing long jump
Health and Social Care	To be able to be dry and clean during the day To be able to dress independently To negotiate a space safely	To discuss which foods are healthy - taste different fruits and veg.	To be able to transport and store equipment safely	To eat a healthy range of foodstuffs and know that some foods are good for us Discuss which foods are healthy	To understand that exercise, eating, sleeping and hygiene contribute to good health	To understand the need for variety in food
People and Communities Intent	To be able to talk about past and present events in their own lives	To be able to say how they join in with family customs and routines eg fireworks, Remembrance To know why some people celebrate St Andrew's Day To know about similarities & differences between themselves & others through finding out about festivals	To be able today how people help us where we live. To know why some people celebrate St Patrick's Day	To know why Welsh people celebrate St David's Day To know why Christians celebrate Easter To know why English celebrate St George's Day	To know how we can look after plants and minibeasts	To know that the environment of the sea is influenced by human activity eg plastics.

		celebrated at Diwali,Hannukah & Christmas.				
The World Intent	To look closely at similarities,patterns and changes related to Autumn leaves and Harvest. To ask questions and observe. To experiment with different coloured torches.	To look closely at change related to winter. To experiment with water,observing what happens when it is frozen.Does an iceberg float? Use observations to suggest answers	To look closely at similarities,patterns and change related to dinosaurs. To observe different rocks and volcanoes. To group natural and non natural objects.	To be able to talk about differences and change in transport in the past. To be able to use observations to suggest what makes a car travel furthest down a slope. To be able to make observations of the change of season in spring.To be able to ask questions. What does a plant need to grow?	To make observations of plants and themselves and talk about how they change and why and how people look different . To be able to to make observations of mini beasts and talk about how they change and why. To know that most living things have a habitat. To be able to talk about features of earth & space & how they are different.	To look closely at similarities,patterns and change related to summer. To be able to talk about features / similarities and differences of a seaside place compared with their own environment.
Technology Intent	To know how to operate simple equipment eg cd player,remote control To show an interest in technical toys with knobs ot cameras,mobile phones	To be able to press,lift flaps to achieve effects eg sound,movement,new images. To know that info can be retrieved from a computer.	To know a range of technology is used at home and school	To be able to program the beebots to control movement To know that a range of technology is used in places.	To be able to select and use the computer for a particular purpose eg To Paint, to write their name To be able to program the beebots to control movement	To be able to use the computer for a particular purpose eg to write a sentence,look up information
Expressive Arts and Design Intent IN ALL To be able to safely use techniques. Look at ch in paintings /photographs different	To experiment with colour, design, texture, form and function-colour mixing. To be able to combine different media to create a new effect-hedgehogs To be able to select tools & techniques to join materials .	To use simple clay tools and techniques - clay diva lamp. To experiment with different media eg chalks -firework picture. To be able to use manipulate materials to a planned effect - flower vase.	To be able to create different textures-clowns. To be able to use different media to a planned effect - dinosaurs and fossils.	To be able to construct with a purpose in mind, using a variety of resources -transport model, birds nest. To be able to adapt work where necessary Observational drawings using a variety of resources	To design and manipulate materials to achieve a planned effect- moon surface,their own minibeast, adapt as they work.	To be able to select tools , techniques needed to shape, assemble and join materials - sewing To experiment with colour, design, texture, form and function.- aquarium

Music	To listen to different styles of music, hear the beat, sing, play an instrument, share and perform. (Charanga Aut 1) Songs related to theme	To be able to sing, share and perform songs related to different festivals including Christmas.	To listen to different styles of music from around the world, hear the beat, sing, play an instrument within a song, share and perform. (Charanga Sp 1 Big Bear Funk) Songs related to theme	To explore the different sounds of instruments including instruments from other countries (Charanga Sp 2) Songs related to theme	To improvise using voices and instruments (Charanga Su1) Songs related to theme and different traditions	To improvise using voices and instruments to compose music (Charanga Su2) Songs related to theme
Being Imaginative Intent	To be able to create simple representations of events, people and objects through role play	To be able to choose particular colours to use for a purpose. Look at different skin colours To introduce a storyline or narrative into their play (related to Fairy tales) To be able to cooperate as part of a group to develop & act in Christmas play.	To initiate new combinations of movement and gesture in dance including dance from different traditions in order to express & respond to feelings, ideas & experiences	To be able to represent their own thoughts and ideas through design and technology	To be able to represent their own thoughts and ideas through music by composition and dance in country dances	To be able to represent their own thoughts and ideas through stories and role play – helicopter stories