

# Parsons Heath C of E Primary School

‘My sheep hear my voice, and I know them, and they follow me.’ John 10:27

## Year R Curriculum Map

| 2026-27                                                                                                                                                                                                                                                                                                                                                            | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                                                                                                                                                                                                                                                                                                    | Belonging                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Kindness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Resilience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Literacy<br><br>Phonics<br>Using <i>Little Wandle</i>                                                                                                                                                                                                                                                                                                              | Phase 2 graphemes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Phase 2 graphemes<br>*Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Phase 3 graphemes<br>*Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Phase 3 graphemes<br>*Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Phase 4<br>*Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Phase 4<br>*Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>With planning from <i>CUSP</i> we will be exploring the following books over the year.</p> <p>Children will have opportunities in class to enjoy and develop their markmaking, learning to form letters correctly as they move forward.</p> <p>We will start to spell using the sounds in words, and to put words together to build captions and sentences.</p> | <p><b>What makes me a me?</b></p> <ul style="list-style-type: none"> <li>- Learning about self</li> <li>- Feelings</li> </ul> <p>What makes people different</p> <p><b>Each Peach Pear Plum</b></p> <ul style="list-style-type: none"> <li>- Phonological awareness</li> <li>- Traditional Tale links</li> </ul> <p>*UW- History</p> <p><b>The wonder</b></p> <ul style="list-style-type: none"> <li>- Building imagination</li> <li>- Links to Art Curriculum</li> </ul> <p>Different jobs (people who help us link)</p> <p><b>I'm (almost) always kind</b></p> <ul style="list-style-type: none"> <li>- PSHE Links</li> <li>- Friendship</li> <li>- Kindness</li> </ul> <p>*PSED</p> | <p><b>The squirrels who squabbled</b></p> <ul style="list-style-type: none"> <li>- Autumn / Seasons</li> <li>- Friendship</li> <li>- PSHE links</li> </ul> <p>*UW- Science</p> <p><b>Pumpkin Soup</b></p> <ul style="list-style-type: none"> <li>- Autumn Links</li> <li>- Vegetables</li> <li>- Links to DT</li> </ul> <p>*PSED</p> <p><b>The Gingerbread Man</b></p> <ul style="list-style-type: none"> <li>- Traditional Tales</li> <li>- Repetition of language</li> </ul> <p>*PD</p> <p><b>Standing up to Racism</b></p> <ul style="list-style-type: none"> <li>- Anti- Racism</li> </ul> <p>*PSED</p> <p><b>Celebrations around the world</b></p> <ul style="list-style-type: none"> <li>- Winter</li> <li>- Christmas</li> <li>- Festivals</li> </ul> <p>*UW- Geography and RS</p> <p>*EAD- Music, Dance, and Drama</p> | <p><b>Chicken Clicking</b></p> <ul style="list-style-type: none"> <li>- Internet Safer Day (7<sup>th</sup> February 2024)</li> <li>- Computing Link</li> </ul> <p><b>Luna loves Art</b></p> <ul style="list-style-type: none"> <li>- Links to Art</li> <li>- Kandinsky, Mondrian, Yayoi Kusuma</li> <li>- Primary and secondary colours</li> </ul> <p>*EAD- Creating with Materials</p> <p><b>Shu Lin's Grandpa</b></p> <ul style="list-style-type: none"> <li>- Community</li> <li>- Understanding others</li> </ul> <p>Feelings</p> <p><b>Mr Wolf's Pancakes</b></p> <ul style="list-style-type: none"> <li>- Pancake Day</li> <li>- Following Instructions</li> </ul> <p>DT links</p> <p><b>The Invisible</b></p> <ul style="list-style-type: none"> <li>- Community</li> <li>- Feelings</li> </ul> | <p><b>Tad</b></p> <ul style="list-style-type: none"> <li>- Links to frogs spawn from school pond</li> <li>- Life cycles</li> <li>- Growing and Changing</li> </ul> <p>*UW- Science</p> <p><b>Mrs Noah's Garden</b></p> <ul style="list-style-type: none"> <li>- Growing and Changing</li> <li>- Seasons</li> <li>- Science links</li> <li>- What makes plants grow?</li> </ul> <p>*UW- Science</p> <p><b>Martha Maps it Out</b></p> <ul style="list-style-type: none"> <li>- Geography Links (local church walk/ forest map)</li> </ul> <p>*UW- Geography and RS</p> <p><b>Anansi and the Golden Pot</b></p> <ul style="list-style-type: none"> <li>- Kindness</li> </ul> <p>*UW- Geography and RS</p> <p>*UW- History</p> | <p><b>Clean Up</b></p> <ul style="list-style-type: none"> <li>- Write a description of Beach School litter picking</li> <li>- Science links</li> <li>- Community</li> </ul> <p>*UW- Science</p> <p><b>Winnie the Pooh helps the Bees</b></p> <ul style="list-style-type: none"> <li>- Science links</li> <li>- Importance of Bees</li> </ul> <p>Nature</p> <p><b>Bear Shaped</b></p> <ul style="list-style-type: none"> <li>- Understanding others</li> </ul> <p>Kindness</p> <p><b>The Story Orchestra</b></p> <ul style="list-style-type: none"> <li>- Science links</li> </ul> <p>*PD</p> <p>*EAD- Music, Dance, and Drama</p> | <p><b>The Dark</b></p> <ul style="list-style-type: none"> <li>- Talking about worries/ what they are scared of</li> </ul> <p>PSHE links</p> <p><b>It's a No Money Day</b></p> <ul style="list-style-type: none"> <li>- Community</li> <li>- Links to School's Difference Makers</li> </ul> <p>*PSED</p> <p><b>William Bee things that Go</b></p> <ul style="list-style-type: none"> <li>- Transport links</li> <li>- London Links</li> </ul> <p>Imagination building</p> <p>*EAD- Creating with Materials</p> |
| Mastering Number                                                                                                                                                                                                                                                                                                                                                   | Mastering Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mastering Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mastering Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mastering Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mastering Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mastering Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Mathematics<br>With sessions from <i>White Rose</i>                                                                                                                                                                                                                                                                                                                | Match, Sort and Compare<br>Talk about measure and patterns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Circles and Triangles<br>Shapes with 4 sides                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mass and Capacity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Length and Time<br><br>Explore 3D shapes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Manipulate, compose, decompose<br><br>Sharing and grouping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Visualise, Build and Map                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| Opportunities within play to explore number, shape and measure.                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                         |                                                                                |                                                             |                                                                            |                                                             |
|                                                                                                          | <p>Children will be learning to count, and to use 1:1 correspondence to develop accuracy.<br/>Children will develop their ability to subitise, to recognise numerals, and to link these with the idea of ‘how many’.<br/>As we move through the year, we will be talking about how to compare amounts, using language such as ‘more’ and ‘less’.<br/>We will think about shapes, and how we can create not just shapes, but patterns and pictures.<br/>We will think about measure – with water, ourselves, toys and more.</p> <p>We will be learning some <i>core skills and strategies in number</i>, and accompanying <i>stem sentences</i> to support understanding and recall.<br/>For example, when learning number bonds later in the year we may learn “_ is made of _ + _, _ + _ make _” – “10 is made of 5+5, 5 + 5 make 10”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                         |                                                                                |                                                             |                                                                            |                                                             |
| <b>Understanding the World</b><br><br>Past and Present/People, Culture and Communities/The Natural World | <p>Children will have opportunities to try a range of activities across the year, and to develop their own ideas using available resources.<br/>Taking in the changing weather and seasons, the children’s own interests and experiences as the year progresses, and learning/books in our classroom, activities may include:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                         |                                                                                |                                                             |                                                                            |                                                             |
| RE<br><i>Saffron Academy Trust</i>                                                                       | <div><div>Talking about our own families, and the people in them. We will think about the people around us.</div><div>Talking about stories we know, and characters we have come across.</div><div>Thinking about and remembering special times for ourselves and our families, and how we celebrate those times.</div><div>Taking an interest in the natural world, and starting to look closely at plants and animals.</div><div>Making and using simple maps, thinking about how to use directions.<br/>Talking about what we can see on a simple map, and how it can help us.</div><div>Thinking about the ways we have changed over the year, and how we have changed since we were younger.<br/>Thinking about special birthdays.</div><div>Learning about the world around us and some of the similarities and differences between life in this country and life in other countries.</div><div>Thinking about a variety of different beliefs and celebrations.</div><div>Learning about special places for ourselves, and those around us.</div><div>Thinking about where different animals live and what these places are like.</div><div>Having opportunities to talk about and describe the things we see, hear and feel around us.</div><div>Thinking about places we have been to in our local area, and how to get there.</div></div> |                                                                         |                                                                                |                                                             |                                                                            |                                                             |
|                                                                                                          | What makes us special?<br><br><b>Christian</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Why is the word God so important to Christians?<br><br><b>Christian</b> | Why do Christians perform nativity plays at Christmas?<br><br><b>Christian</b> | Why are some places special?<br><br><b>Christian Muslim</b> | Why do Christians put a cross on an Easter Garden?<br><br><b>Christian</b> | Why are some things special?<br><br><b>Christian Jewish</b> |
| <b>Expressive Arts and Design</b><br><br>Including art, music and imaginative play                       | <p>Throughout their time with us, the children will have access to art materials, role play resources and toys, and musical instruments. We will learn their favourite ways of expressing themselves, and how they like to represent their ideas and experiences in play. This may be in the models they build, the stories they develop in their imaginative play, or in the musical or creative work they produce.</p> <p>The children will be encouraged to feel confident in working independently, and to work as a team, developing ideas together.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                         |                                                                                |                                                             |                                                                            |                                                             |

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| Art<br><br>Music |  Drawing                                                                                                                                                                                                                                            |                                  |  Sculpture and 3D |             | Painting and Mixed Media  |  |
|                  | Craft and design<br>There will be opportunities for the children to listen to and talk about music, as well as experiment with making their own sounds. We will move to music and sing songs. We will talk about how the music and dancing make us feel, when we are listening and watching, and when we have taken part ourselves! |                                  |                                                                                                     |             |                                                                                                             |  |
| 50 Things        | Learn to use cutlery correctly<br>Go on a nature walk                                                                                                                                                                                                                                                                               | Take part in a class performance |                                                                                                     | Bake a cake | Go to the beach and build a sandcastle<br>Go on a bus                                                       |  |

**Underpinning these Specific Areas of Learning are the Prime Areas of learning.**

### **PSED Personal, Social and Emotional Development**

We will have circle times within the class with regular opportunities for children to share their thoughts and ideas.

Within each day, as the children play and learn, we will support them to build healthy, kind relationships with their peers and the adults around them. We will encourage them to express their feelings as they move through their days. We will support them to try different strategies that work for them to manage their emotions safely. As we deepen our understanding of our own different emotions, we will also recognise these feelings in others.

We will support the children to develop perseverance and resilience in their play and work, knowing that making mistakes is a part of learning, and that it is ok and important to make them.

We will think about ways to keep ourselves safe and healthy, including eating and sleeping well.

### **Communication and Language**

We will learn how important it is to be heard and also to listen to others. The children will be encouraged to ask questions, and to feel confident in wanting to learn more or clarify what they have heard. We will notice new words in our stories, play and discussions, expanding our vocabulary. We will talk about what we have done and things that have happened, starting to use longer sentences. We will work together to talk through our ideas and experiences, and to think about the way things work.

We will enjoy story times and songs together, joining in and retelling stories in our own way.

### **Physical Development (Gross Motor Skills & Fine Motor Skills)**

In the inside and outside area, and in regular PE sessions (working from **Get Set PE**) children will start to develop gross motor skills. They will have opportunities to move in different ways, by crawling, rolling, hopping, running and skipping, and to develop skills with apparatus such as jumping and landing safely, and throwing and catching. We can make big marks with chalks outside, and with large paintbrushes.

In order to develop strong fine motor skills, children will be encouraged to take part in activities such as mark-making, threading and modelling with dough.

We will support the children with their pencil grip, cutlery skills and scissor cutting, and as they start to feel confident in these areas, we will support them to develop more comfortable, effective handwriting.