



# Year R Curriculum Map

	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Title</b>	<b>This is me</b>	<b>Light and Dark</b>	<b>People Who Help Us</b>	<b>Lifecycles</b>	<b>Fabulous Flavours</b>	<b>Guilty as Charged</b>
<b>Hook:</b>	Share the exciting all about me box in our family groups and learn more about each other.	Bonfire night scene set out the garden-pretend bonfire, black paper with glitter fireworks, range of reflective and sparkly materials for the children to investigate.	Visit from people who help us in the community. Eg: a Police officer/vet/nurse/first responder.	Butterflies Duck Eggs	Exploring the “magic beans” children to be introduced to the magic beans and having a discussion based around what magical powers they think these beans have.	Home corners in each room set up as a crime scene with Goldilocks having been there. Clues have as to what happened for children to find.
<b>Outcome:</b>	Performance of Nursery Rhymes and Songs to our families.  Some to be shared via tapestry.	Children to take Diya lamps home and share one fact they have learned about Diwali. Christmas performance	Children to share what they want to be when they grow up- invite parent's in for a concert where children share what they want to be when they grow up.	Each class to act out a different lifecycle to each other using dance  Shared with our families via Tapestry	Planting beans to take home Making fruit kebabs	Children to act out scenes from a traditional tale to make their own mini movies to be shared with parents.
<b>Core Text</b>	The Colour Monster The Colour Monster Start's School The Little Red Hen- backwards S.	Owl Babies (S) Night Monkey/ Day Monkey. Whatever Next	Oi Frog Little Red Riding Hood The Magnificent Thing Non-fiction book based around people who help us.	The Very Hungry Caterpillar The Three Billy Goats Gruff Fix it duck A Squash and a Squeeze	Jack and the Beanstalk Gorilla Loves Vanilla Handa's Surprise	The Three Little Pigs Goldilocks and the Three bears
<b>Other Key Books</b>	The Proudest Blue Wow Goes the Owl 10 Little Fingers and 10 Little Toes/	The Gruffalo Gruffalo's Child Stick Man Nativity Story	Duck in a Truck Ugly Five Supertato and the Evil Pea The Magnificent Thing	Non-Fiction Books about life –cycles The Easter Story	Recipe Books Cake! Kitchen Disco Handa's Hen	The Real story of The Three Little Pigs Wolf Won't Bite

	Powerful Poetry: All About me by Riona Kelly	Powerful Poetry: When will it snow? By Sarah Fox				
<b>Visits &amp; Visitors</b>	Nature walk around the school grounds looking at the different colours of leaves, trees etc.  Fortnightly welly walks	Walk to Post Box to post a Christmas Card.	A visit from people who helps us in the community  Welly walk around the school grounds comparing how the environment looks in spring compared to our previous walks.	Visit from a mobile farm Ducks	Walk to the Ice Cream Shop  Welly walk around the school grounds comparing how the environment looks in spring compared to our previous walks.	New Forset Wildlife Park school trip
<b>Key Themes</b>	Autumn Harvest Getting to know you	Night and day Christmas Fireworks Diwali	People who help us Possibilities Rhyme	New life Easter	New Life Growth	Tranistions/changes
<b>PLODS</b>	<b>All About me!</b> <b>Animals</b> <b>Cooking</b>	<b>Christmas</b>  <b>Autumn</b>	<b>Farm</b>  <b>People who help us</b>  <b>Winter</b>	<b>Animals and offspring</b>  <b>Spring</b>	<b>Plants</b>	<b>Summer</b>  <b>Core story - puppets</b>
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>We are working on being able to listen during small group times</li> <li>Story times</li> <li>We are able to orally tell stories</li> <li>We are able to speak about themselves</li> <li>We are able to listen and follow oral instructions</li> </ul>	<ul style="list-style-type: none"> <li>Small group listening</li> <li>We are able to listen Story time</li> <li>Singing time</li> <li>We are beginning to asking questions</li> <li>We are beginning to retell familiar stories</li> <li>We are continuing to listen to oral instructions</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions</li> <li>We are able to use the correct tenses when speaking</li> <li>We are able to listen to oral instructions</li> </ul>	<ul style="list-style-type: none"> <li>We are able to join in and turn taking when speaking and listening</li> <li>We are able to describe changes and the different life cycles of animals</li> <li>We are able to Recount events of a trip</li> <li>We are able to listen to oral instructions</li> </ul>	<ul style="list-style-type: none"> <li>Predicting</li> <li>We can re-tell familiar stories We can answer 'how' and 'why' questions about experiences.</li> <li>We are able to listen and respond to oral instructions</li> </ul>	<ul style="list-style-type: none"> <li>We are beginning to problem-solve</li> <li>We are developing own narratives in our play.</li> <li>We are able to recount key events from our school trip</li> </ul>
<b>Personal, Social &amp; Emotional Development</b>	<ul style="list-style-type: none"> <li>We are able to learn and follow new rules and routines and can understand why these are important</li> <li>We are able to play co-operatively</li> </ul>	<ul style="list-style-type: none"> <li>Listening and attention.</li> <li>We are able to ask questions</li> <li>We are able to play co-operatively alongside others sharing and taking</li> </ul>	<ul style="list-style-type: none"> <li>We can talk about ourselves in positive terms.</li> <li>We are aware of the schools learning values and</li> </ul>	<ul style="list-style-type: none"> <li>We are able to confidently speak in front of a group or audience.</li> <li>We are able to asking for help when needed</li> <li>We are developing our resilience – what does it mean? What are the signs that we are developing our resilience?</li> <li>I Decision – Pinks screen time</li> <li>Pink is feeling sad</li> </ul>	<ul style="list-style-type: none"> <li>School Learning Values</li> <li>We are learning how we can successfully negotiate with our peers.</li> </ul>	<ul style="list-style-type: none"> <li>Embed learning values.</li> <li>I Decision – Green moves up a year</li> <li>Orange feels worried</li> </ul>

	<p>alongside our peers</p> <ul style="list-style-type: none"> <li>We can begin to form and develop relationships with both the children and adults in our class</li> <li>1 Decision – Pink misses mummy</li> </ul>	<p>turns where and when it is needed</p> <ul style="list-style-type: none"> <li>We are confident to speak in front of a group or larger audience</li> <li>We are able to listen and learn about different cultures and discover different celebrations</li> <li>We are able to work as a team and can share our own ideas as to what makes a good team</li> <li>1 Decision – Blue explores road safety</li> <li>Rainbow feels angry</li> </ul>	<p>have been introduced to each of the different learning value</p> <ul style="list-style-type: none"> <li>We are developing our independence</li> <li>1 Decision – Yellow play fights</li> <li>Blue learns how to share</li> </ul>		<ul style="list-style-type: none"> <li>We are developing our problem solving skills - what does it mean and how do we become problem solvers?</li> <li>1 Decision – Orange helps out</li> </ul>	
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Health &amp; self-care</li> <li>Getting changed independently</li> <li>OT assessment</li> <li>Introduction to PE.</li> </ul>	<ul style="list-style-type: none"> <li>OT programme</li> <li>PE – Gross motor control games.</li> </ul>	<ul style="list-style-type: none"> <li>OT programme</li> <li>PE – Dance</li> </ul>	<ul style="list-style-type: none"> <li>OT programme</li> <li>Ball Skills/ games</li> </ul>	PE – Gymnastics	<ul style="list-style-type: none"> <li>Athletics</li> <li>Sports day practise</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Oral story telling.</li> <li>Begin to hear and say initial sounds.</li> <li>Give meaning to marks they make.</li> <li>Introduction to R,W,I set 1.</li> </ul>	<ul style="list-style-type: none"> <li>Break flow of speech into words.</li> <li>Hear and say initial sounds in words</li> <li>Name writing.</li> <li>Continuing with Read, Write, Inc.</li> </ul>	<ul style="list-style-type: none"> <li>Link letters and sounds, naming letters of the alphabet</li> <li>Use some clearly identifiable letters in correct sequence.</li> <li>Continuing with Read, Write, Inc.</li> </ul>	<ul style="list-style-type: none"> <li>Write labels and captions.</li> <li>Attempt to write short sentences.</li> <li>Continuing with Read, Write, Inc.</li> </ul>	<ul style="list-style-type: none"> <li>Use can use our phonics knowledge to write words in ways that match spoken sounds</li> <li>Attempt to write short sentence and use simple conjunctions.</li> <li>Continuing with Read, Write, Inc.</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences which can be read by themselves and others.</li> <li>Correctly spell some key words.</li> <li>Write in a phonetically plausible way.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>We are able to recite and recognise numbers correctly up to 3.</li> <li>We can count objects and actions by saying one number at a</li> </ul>	<ul style="list-style-type: none"> <li>We are continuing to recite numbers correctly.</li> <li>We are able to recognise numbers to 5 and select a given amount from a group up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>We are able to recognise numbers to 7 and link number names to their cardinal value to 7.</li> <li>We can subitise</li> </ul>	<ul style="list-style-type: none"> <li>We are able to recognise numbers to 9 and link number names and their cardinal value to 9</li> <li>We can subitise groups of objects to 9</li> <li>We can select a given amount from a group up to 9</li> <li>We are able to match numerals to quantities up to 9</li> <li>We can say one more than/one less than- able to say one more /less than a given number to 9</li> <li>We are beginning to partition numbers in a different way up to 7 recognising different groups can be combined make numbers up to 7.</li> <li>We are able to recite some number bonds to 5</li> </ul>	<ul style="list-style-type: none"> <li>We are to recognise numbers to 10 and Link number names and their cardinal value to 10</li> </ul>	<ul style="list-style-type: none"> <li>We are able to recognise numbers to 10 and link number names and their cardinal value to 10</li> <li>We can subitise</li> </ul>

	<p>time in the correct order</p> <ul style="list-style-type: none"> <li>We are able to link number names to their cardinal value up to 3</li> <li>We can subitise groups of objects up to 3 and match numerals to quantities to 3.</li> <li>We are able to link number symbols with their cardinal number to 3</li> <li>We can begin to count backwards</li> <li>We are able to look at groups of objects and identify which group has more/which group has less?</li> <li>We are able to physically separate and partition a group.</li> <li>We can begin to use time to sequence events</li> <li>We are beginning to gain an understanding of days of the week/months of the year</li> <li>We can identify a</li> </ul>	<ul style="list-style-type: none"> <li>We can link number names and their cardinal value to 5</li> <li>We are able to match numerals to quantities up to 5 and subitise groups of objects to 5.</li> <li>We can count irregular arrangements of objects</li> <li>We can say whether groups have the same/equal/more/less objects</li> <li>We have an understanding of the composition of numbers to 5 and are beginning to move onto bigger numbers.</li> <li>We are continuing to use time to sequence events</li> <li>We are able to identify objects in the environment and using the language of long/short to describe them.</li> <li>We can create and discuss our own simple AB patterns</li> <li>We are beginning to spot errors in an AB pattern</li> <li>We are beginning to look at 2D shapes with a focus on square, circle, triangle, rectangle</li> </ul>	<p>groups of objects to 7</p> <ul style="list-style-type: none"> <li>We are able to select a given amount from a group up to 7</li> <li>We can match numerals to quantities up to 7</li> <li>We are able to say one more than/one less than a given number to 7</li> <li>We are able to compare amounts in different groups and say which group has more/less/equal</li> <li>We are able to correctly use the language of light/heavy</li> <li>We can compare the weight of objects saying which are heavier/lighter</li> <li>We can recognise a simple ABC pattern and discuss it</li> <li>We are able to continue an ABC pattern</li> </ul>	<ul style="list-style-type: none"> <li>We can correctly name 3D shapes</li> <li>We are beginning to discuss the properties of 3D shapes</li> <li>We are beginning to recognise 3D shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>We can subitise groups of objects to 10 and select a given amount.</li> <li>We are able to match numerals to quantities up to 10</li> <li>We are able to say one more than/one less than to a given number to 10</li> <li>Partitioning numbers in two ways</li> <li>We are beginning to recall the different number bonds to 10</li> <li>We can correctly use the language of smallest/tallest</li> <li>We are able to order things from shortest to tallest</li> <li>We can compose/decompose</li> </ul>	<p>groups of objects to 10</p> <ul style="list-style-type: none"> <li>We are able to select a given amount from a group up to 10</li> <li>We can match numerals to quantities up to 10</li> <li>We can count out or give a number of objects from a larger group focusing on the stopping number</li> <li>We can correctly identify the different properties of 2D and 3D shapes</li> <li>We can select, rotate and manipulate shapes</li> <li>We are beginning to create more complex patterns (AAB, AABB, ABBC)</li> <li>We can spot errors in more complex patterns and amend these errors</li> <li>We are able to recall number bonds to 10</li> </ul>
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	<ul style="list-style-type: none"> <li>simple AB pattern and talk about the pattern they can see</li> <li>We are able to continue a simple AB pattern independently</li> <li>We can use shapes to construct and then talk about what they have made</li> <li>We can positional language correctly</li> </ul>	<ul style="list-style-type: none"> <li>We are able to correctly name 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>We are beginning to spot patterns in the environment</li> <li>We can discuss similarities and differences between shapes</li> <li>We are able to talk about the different properties of 2D shapes</li> </ul>		<ul style="list-style-type: none"> <li>shapes and are able to recognise that shapes have shapes inside of them</li> <li>We are able to correctly name both 2D and 3D shapes</li> <li>We are beginning to use units to measure</li> </ul>	<ul style="list-style-type: none"> <li>Part part whole model of numbers up to 10</li> <li>Children to explore the different ways numbers</li> <li>Inverse operations to 10</li> </ul>
<p><b>Understanding the World</b></p> <p><i>Past and Present People, Cultures and Communities The Natural World</i></p>	<ul style="list-style-type: none"> <li>We are learning about Harvest and making our own bread</li> <li>We will taste breads from around the world.</li> <li>We are able to discuss similarities and differences between ourselves and others.</li> <li>We have an understanding</li> </ul>	<ul style="list-style-type: none"> <li>We are able to talk about different festivals such as Christmas and Diwali</li> <li>We are beginning to gain an understanding about the local geography of where we live. <ul style="list-style-type: none"> <li>We are able to describe our immediate environment using knowledge from our observations, discussion, stories, non fiction text and maps.</li> </ul> </li> <li>We have gained an understanding of how letters are sent</li> <li>We are beginning to discuss different countries and talking about the similarities</li> </ul>	<ul style="list-style-type: none"> <li>We continue to understand the similarities and differences between ourselves and others.</li> <li>We can talk about the lives of the people around us and their roles in society.</li> <li>We know some similarities and differences between things in the past and now.</li> </ul>	<ul style="list-style-type: none"> <li>We are learning about the festival Easter</li> <li>We are learning about new life and how this links to Easter.</li> <li>We learning about growth and change over time.</li> <li>We are learning about a range of animals and the habitat where these animals live</li> <li>We are able to talk about the different stages of the egg hatching experience.</li> <li>We are continuing to explore the natural world around us</li> </ul>	<ul style="list-style-type: none"> <li>We are beginning to explain some similarities and differences between life in this country and life in other countries.</li> <li>Culture Community- We know some similarities and differences between different religious and cultural communities in this country.</li> <li>We are continuing to</li> </ul>	<ul style="list-style-type: none"> <li>We know some similarities and differences between things in the past and now.</li> <li>We have an understanding of the past through settings, characters and events encountered in books shared in class.</li> </ul>

	<p>ding of what recycling is and how we can reduce the amount of waste we put in our general waste bin.</p> <ul style="list-style-type: none"> <li>• We are able to talk about the lives of the people around us and their roles in society.</li> <li>• We are able to discuss some similiarities and differences between things in the past and now drawing on our own experinces .</li> <li>• Create timeline to show key events throughou t the year.</li> </ul>	<p>and differences between our country and other countries.</p> <ul style="list-style-type: none"> <li>•Culture Community- We know some similarities and differences between different religious and cultural communities in this country.</li> <li>•We will plot event on a class timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to order key events such as class events, life events and past events</li> <li>•</li> </ul>		<p>explore the natural world around us - making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• We are gainging an understanding of some of the important processes and changes in the natural world around them.</li> </ul>	
<p><b>Expressive Arts &amp; Design</b></p> <p><i>Creating with materials. Being Imagintive and Expressive</i></p>	<ul style="list-style-type: none"> <li>•Rhymes &amp; songs</li> <li>•We are beginning to explore different textures.</li> <li>•We can make use of props and materials when role playing characters</li> </ul>	<ul style="list-style-type: none"> <li>•We have built up a repitore of rhymes &amp; songs</li> <li>•We can explore what happens when colours are mixed.</li> <li>•We are able to use coloured rice to make Rangoli art patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• We can use tools and techniques appropriately and safely.</li> <li>•We are able to share our creations and can explain the</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring nature in order to create different designs and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• We are able to explore how to join materials together – how can we make our models stronger?</li> </ul>	<ul style="list-style-type: none"> <li>• We are able to represent own ideas, thoughts and feelings.</li> </ul>

	<p>in narratives and stories.</p> <ul style="list-style-type: none"> <li>•We can perform songs, rhymes, poems with others.</li> </ul>	<ul style="list-style-type: none"> <li>•We are able to use tools and techniques appropriately and safely – using clay to mould.</li> </ul>	<p>process they have used.</p> <ul style="list-style-type: none"> <li>•We can use of props and materials when role playing characters in narratives and stories.</li> </ul>				
<b>RE</b>	<p><b>Harvest</b> Exploring how all children have the right to food.</p>	<p><b>Celebrating Diwali</b> Celebrating Jesus' birthday.</p>	<p><b>Storytelling</b> Jesus the storyteller Chinese New Year</p>	<p><b>Celebrating new life</b> Easter</p>		<p><b>Specialness</b> Special Clothes</p>	<p><b>Precious</b> Water in Christianity and Islam</p>
<b>Singing &amp; Music</b>	<ul style="list-style-type: none"> <li>• To be developed from PLODS.</li> <li>• Introduce singing sack</li> <li>• I have ten little fingers</li> <li>• Head, shoulders knees and toes.</li> <li>• Nursery Rhymes from English LTP</li> </ul>	<ul style="list-style-type: none"> <li>• To be developed from PLODS.</li> <li>• I hear thunder</li> <li>• It's raining its pouring</li> <li>• Incy wincy</li> <li>• Songs from the Christmas show</li> <li>• Rainbow song</li> <li>• Nursery Rhymes from English LTP</li> </ul>	<ul style="list-style-type: none"> <li>• To be developed from PLODS.</li> <li>• The wheels on the bus</li> <li>• The passengers got on 2 by 2</li> <li>• Row your boat</li> <li>• Nursery Rhymes from English LTP</li> </ul>	<ul style="list-style-type: none"> <li>• To be developed from PLODS.</li> <li>• There's a worm at the bottom of my garden</li> <li>• Old MacDonald</li> <li>• A tiny seed is sleeping.</li> <li>• 5 current buns and other Easter songs</li> <li>• Nursery Rhymes from English LTP</li> </ul>	<ul style="list-style-type: none"> <li>• To be developed from PLODS.</li> <li>• Jelly on a plate</li> <li>• The Queen of Hearts</li> <li>• Nursery Rhymes from English LTP <ul style="list-style-type: none"> <li>• Listen to me</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To be developed from PLODS.</li> <li>• A sailor went to sea, sea, sea</li> <li>• We're going this way, that way...</li> <li>• Nursery Rhymes from English LTP</li> </ul>	
<b>Powerful Poetry</b>	<ul style="list-style-type: none"> <li>• All about me poem</li> </ul>	<ul style="list-style-type: none"> <li>• When will it snow poem</li> </ul>	<ul style="list-style-type: none"> <li>• Little Red poem</li> </ul>	<ul style="list-style-type: none"> <li>• Hello to spring <a href="https://content.twinkl.co.uk/resource/b7/af/roi-l-53870-hello-to-spring-poem-and-drawing-activity_ver_2.pdf?__token__=exp=1713273079~acl=%2Fresource%2Fb7%2Faf%2Froi-l-53870-hello-to-spring-poem-and-drawing-activity_ver_2.pdf%2A~hmac=cae77800200d21fc9a5ed221d96586f0af3aee2801433541e16434dab5b0f574">https://content.twinkl.co.uk/resource/b7/af/roi-l-53870-hello-to-spring-poem-and-drawing-activity_ver_2.pdf?__token__=exp=1713273079~acl=%2Fresource%2Fb7%2Faf%2Froi-l-53870-hello-to-spring-poem-and-drawing-activity_ver_2.pdf%2A~hmac=cae77800200d21fc9a5ed221d96586f0af3aee2801433541e16434dab5b0f574</a></li> </ul>	<ul style="list-style-type: none"> <li>• Our Senses</li> </ul>	<ul style="list-style-type: none"> <li>• Goldilocks acrostic poem</li> </ul>	
<b>Parental Involvement</b>	<ul style="list-style-type: none"> <li>• Children to share all about me boxes that were created at home with our families</li> <li>• Sharing nursery rhymes with our families.</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Tapestry- sharing photos of their Christmas.</li> <li>• Tapestry- School to share pictures of children meeting police officer/nurse/vet/first responder.</li> <li>• Invite parents to talk about their jobs with the children.</li> <li>• Mother's Day</li> </ul>	<ul style="list-style-type: none"> <li>• Tapestry- sharing images of butterflies/duck eggs.</li> <li>• Enjoy children's dance recitals via Tapestry.</li> </ul>	<ul style="list-style-type: none"> <li>• Tapestry</li> <li>• Jack and the Beanstalk concert</li> <li>• Trip to Ice Cream Shop</li> </ul>	<ul style="list-style-type: none"> <li>• Father's Day</li> <li>• Tapestry</li> <li>• New Forset Wildlife Park trip</li> <li>• Sports Day</li> </ul>	

<p><b>SMSC</b></p>	<ul style="list-style-type: none"> <li>• Circle times</li> <li>• Learning about themselves</li> <li>• Introduce Golden Rules.</li> <li>• Introduce REACH</li> <li>• Introduce house points.</li> <li>• Identify and vote for new charity</li> <li>• Democracy – voting for School council</li> </ul>	<ul style="list-style-type: none"> <li>•Golden rules.</li> <li>•Festivals from different religions and cultures.</li> <li>•Roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>•Respecting other people’s beliefs and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>•Introduce points of reflection.</li> <li>•Symbolism</li> </ul>	<p>Community – exploring new charity and set new fundraiser. Invite visitor, or visit new Charity.</p>	<ul style="list-style-type: none"> <li>•Introduce reflection learning value.</li> <li>•Transition for Year 1</li> <li>•Democracy -exploring right and wrong</li> </ul>
<p><b>Learning Values</b></p>	<ul style="list-style-type: none"> <li>• Golden rules</li> <li>• Wildground charter.</li> <li>• Reward systems</li> <li>• Individual sticker charts.</li> <li>• Whole class rewards.</li> <li>• Team Work- I can work in team to tidy my learning environment.</li> <li>• House point system</li> </ul>	<ul style="list-style-type: none"> <li>• Independence – I can put my things in the correct place.</li> <li>• Independence- I can write my name/letters from my name independently</li> <li>• Problem Solving – I can find out where things are put away.</li> <li>• Resilience – I can come into school confidently and independently.</li> <li>• Team Work – I can work together to tidy up where I have been playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Independence - I can put my coat on independently.</li> <li>• Problem Solving – I can try and resolve a friendship problem independently</li> <li>• Resilience – I can celebrate another child’s achievements without feeling upset.</li> <li>• Team Work – I can talk to a new friend and join in their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Independence – I can play with my friends independently for a sustained amount of time.</li> <li>• Problem Solving – I can solve a work problem independently.</li> <li>• Resilience – I understand that not all children will have the same interests as me.</li> <li>• I can talk to a new friend and invite them to play.</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving – I can use my phonic skills to read and write unknown words.</li> <li>• Resilience- I know that it is ok to find things hard and that mistakes are ok!</li> <li>• Team Work – I can play team games in PE</li> <li>• Independence- becoming more independent when completing a directed task.</li> </ul>	<ul style="list-style-type: none"> <li>• Independence – I can complete a piece of work independently.</li> <li>• Problem Solving – I can solve NRich and mastery maths problems.</li> <li>• Resilience – I can try something new even if I find it tricky</li> <li>• Team Work – I can work with my PE house to learn Sports Day games.</li> </ul>
<p><b>Core Values</b></p>	<ul style="list-style-type: none"> <li>• Respect – I will listen to the teachers, my friends and other adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Ambition – During plan, do, review I will think about what learning I could achieve.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellence – I can create a brilliant piece of learning and share during review time.</li> </ul>	<ul style="list-style-type: none"> <li>• Care – I know how to care for my friends and other living things such as our pets and the class animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection – I can look at my work and talk about the things that are good about and with help look at</li> </ul>	<ul style="list-style-type: none"> <li>• Honesty – I can talk to a grown up if I have done something wrong and find a way of making things right (restorative justice).</li> </ul>

					things I could do next time.	
<b>Curriculum Drivers</b>	<ul style="list-style-type: none"> <li>• Inclusion- We are all Tiger's and Monkey's.</li> <li>• Inclusion- All staff using Makaton.</li> <li>• The Arts- Introduction to some media and artist of the week.</li> <li>• Environment- Environment of our classroom.</li> <li>• Language- Core vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Environment- fortnightly welly walk exploring changes in the seasons and facilitating learning opportunities.</li> <li>• Inclusion- celebrating different cultures.</li> <li>• Inclusion- All staff using Makaton.</li> <li>• Language- Language linked to different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Possibilities- What job do I want? Exposure to different possibilities. <ul style="list-style-type: none"> <li>• Language- linked to the change in season</li> </ul> </li> <li>• The Arts - role-play of aspirational careers</li> </ul>	<ul style="list-style-type: none"> <li>• Environment -Environment of the farm.</li> <li>• Inclusion &amp; the arts- combining as a team to create a dance routine and sequence</li> </ul>	<ul style="list-style-type: none"> <li>• The Arts- Listen to Me music lessons and performance</li> <li>• Possibilities &amp; the arts – children's creations sold to raise money for charity.</li> <li>• The arts – create posters to share fundraiser.</li> </ul>	<ul style="list-style-type: none"> <li>• Language- Children using storytelling language to share their own stories – driven by Tales Toolkit.</li> <li>• Possibilities- New possibilities when moving into Year 1- new teachers.</li> <li>• Inclusion- New friendships in their new class.</li> </ul>