

Literacy: Reading; Writing.

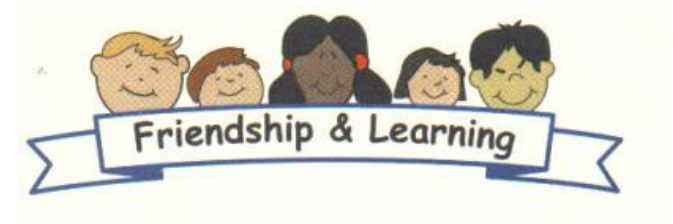
**Communication and Language: Listening and Attention;
Understanding; Speaking.**

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Knows that information can be retrieved from books and computers.
- Gives meaning to marks they make as they draw, write and paint.
- Continues a rhyming string.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

**Mathematics: Numbers; Shape, Space and
Measures.**

- Counts objects to 10, and beginning to count beyond 10.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more and one less than a given number.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders three items by length or height, weight or capacity.
- Uses familiar objects and common shapes to create and recreate repeating patterns and build models.
- Uses everyday language related to time and money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Tower Hill Primary School



Curriculum Map

Year R

Spring Term

**Personal, Social and Emotional
Development: Making Relationships,
Managing Feelings and Behaviour, Self-
confidence and Self-awareness.**

- Initiates conversations, attends to and takes account of what others say.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

**Expressive Arts and Design:
Exploring Media and Materials; Being
Imaginative.**

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Introduces a storyline or narrative into their play.
- Plays cooperatively as part of a group to develop and act out a narrative.
- Explores the different sounds of instruments.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

**Foundation Stage
(YR/Reception)**

All children in the Foundation Stage will be developing their skills and knowledge across all the areas of learning at their own level through the topic areas below.

Spring Term

**Traditional
Tales, Chinese
New Year
Winter, People
Who Help Us,
Spring, Planting
and Minibeasts.**

**Understanding the World: People and
Communities; The World; Technology.**

- Enjoys joining in with family customs and routines.
- Looks closely at similarities, differences, patterns and change.
- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

**Physical Development:
Moving and Handling; Health and Self-care.**

- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.