

## **Literacy: Reading; Writing.**

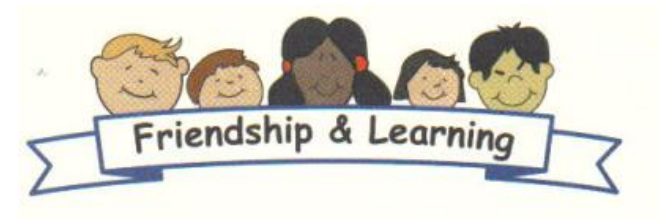
### **Communication and Language: Listening and Attention;** **Understanding; Speaking.**

- Enjoys rhyming and rhythmic activities and shows awareness of rhyme.
- Listens to and joins in with stories and poems.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books.
- Recognises familiar words and signs such as own name.
- Handles books carefully, holds them the correct way up and turns pages
- Knows information can be relayed in the form of print.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- Sometimes gives meaning to marks as they draw and paint.
- Uses some clearly identifiable letters to communicate meaning.
- Links sounds to letters.
- Writes own name.
- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Builds up vocabulary that reflects the breadth of their experiences.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

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

- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Creates and experiments with symbols and marks representing ideas of number.
- Recognises numerals 1 to 5.
- Counts objects to 10, and beginning to count beyond 10.
- Begins to use the language of size.
- Understands some talk about immediate, past or future e.g. *before, later or soon*
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Selects a particular named shape.
- Beginning to talk about the shapes of everyday objects e.g. *round and tall*.

## *Tower Hill Primary School*



## *Curriculum Map*

## *Year R*

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

- Initiates play, offering cues to peers to join them.
- Can select and use activities and resources with help.
- Shows confidence in asking adults for help.
- Shows understanding and cooperates with some boundaries and routines.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

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

- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Draws lines and circles using gross motor (large) movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

**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.

**Autumn Term**

**Ourselves,  
Nursery Rhymes,  
Autumn &  
Harvest, Bonfire  
Night, Space and  
Christmas.**

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

- Recognises and describes special times or events for family or friends.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Talks about why things happen and how things work.
- Shows care and concern for living things and the environment.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

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

- Sings a few familiar songs.
- Taps out simple repeated rhythms.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.