

## Communication and Language

### Autumn:

- Understand how to listen carefully and why listening is important.
- Articulate their ideas and thoughts in well-formed sentences.
- Learn new vocabulary.
- Develop social phrases.
- Engage in story times.
- Learn rhymes, poems and songs.

### Spring- As above, and:

- Listen to, talk about and retell stories to build familiarity and understanding.
- Ask questions to find out more and to check they understand what has been said to them.

### Summer- As above, and:

- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Describe events in some detail.
- Engage in non-fiction books.

## Physical Development

### Autumn:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene.

### Spring:

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.
- Combine different movements with ease and fluency.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Know and talk about the different factors that support their overall health and wellbeing.

### Summer:

- Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

## Personal, Social and Emotional Development

### Autumn, Spring and Summer:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

## Understanding the World

### Autumn:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

### Spring:

- Compare and contrast characters from stories, including figures from the past.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside..
- Understand the effect of changing seasons on the natural world around them.

### Summer:

- Comment on images of familiar situations in the past.
- Draw information from a simple map.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.

## Expressive Arts and Design

### Autumn, Spring and Summer:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

# Chase Bridge Foundation Subject Overview

Our CURRICULUM

# Year R

## OUR TOPICS

**AUTUMN 2**  
Reach For The Stars



**SPRING 2**  
Growing and Changing



**SUMMER 2**  
Kings, Queens and Castles



All About Me



**AUTUMN 1**

Once Upon A Time ...

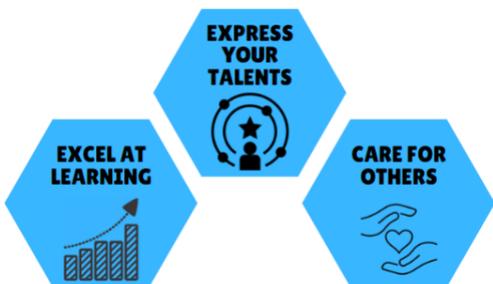


**SPRING 1**

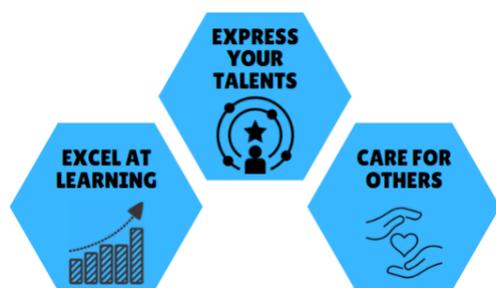
Our Wonderful World



**SUMMER 1**



# Year R



# Phonics

## Literacy

### Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word Reading ELG

Children at the expected level of development will:

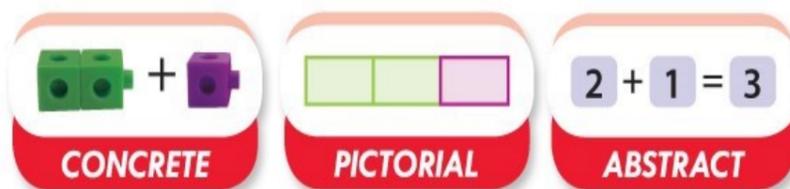
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

# Year R



## Mathematics

### Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.