

## Literacy – Drawing Club

**Key text(s):** Mr Benn – The Zoo Keeper, Owl Babies, The Very Hungry Caterpillar, Wild, You Can't Take an Elephant on a Bus  
**Comprehension:**

- Re-read books to build up their understanding
- Story sequencing
- Orally retell stories

### Word Reading:

- Read individual letters by saying the sounds for them – moving onto “phase 3” sounds.
- Blend sounds into short words made up of known letter-sound correspondences .
- Read common exception words matched to the Song of Sounds scheme.
- Re-read books to build up their confidence in word reading and fluency and join in with familiar stories and rhyming strings.
- Understand rhyme.

### Writing:

- Form lower case letters of taught sounds correctly.
- Spell words by identifying the taught sounds and then writing the sound with letters.
- Writing formats – labelling, caption writing, lists, labelled diagrams, drawing club codes, phonics whiteboard work, writing cards

## Maths

### Number:

- Counting larger sets and things that can't be seen.
- Subitising to 6.
- Composition of 5 and a bit.
- Composition of 10.
- Comparison of numbers up to 10 and sequencing numbers to 10.
- Subitise to 5 on a Rekenrek.

### Space, Shape and Measure:

- Select, rotate and manipulate shapes.
- Understand that shapes can have other shapes within them.
- Continue, copy and create repeating patterns.
- Compare weight.
- Compare length.
- Compare capacity.

### Expressive Art and Design

- Create collaboratively, sharing resources and skills
- Take part in simple pretend play, using an object to represent something else even if they are not similar
- Sing in a group, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play (Role play area: Fairytale Castle)
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc
- Make imaginative and complex ‘small worlds’ with construction kits, such as a city with different buildings.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Explore colour and colour-mixing.

## Felbridge Primary School Curriculum Overview

**Year group: R**

**Term: Summer 2026**

**Topic: In the Garden & Animals and Dinosaurs**



### Understanding of the World

#### People, Culture and Communities

- Understand the past through characters, settings and events encountered in books read in class
- Talk about members of their immediate family and community
- Compare and contrast characters from stories including figures from the past
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

#### The Natural World

- Explore the natural world around
- Describe what they see, hear and feel whilst outside
- Use all their senses in hands-on exploration of natural materials
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants
- Explore the life cycle of butterflies by looking after real caterpillars.

## Personal, Social and Emotional Development

- Feeling angry, visit to the seaside, helping out at home, food journey, days out, going swimming, toilet, dentist, hearing aid, nut allergy, feeling poorly, being a passenger, watching the news, having a pet, different play
- I know what I need when I am feeling unwell.
- I know how to be a passenger safely.
- I know what I can do to regulate myself when I'm feeling angry.
- I know how to safely have fun at the beach.
- I know what to do so I can be helpful at home.
- I know what a healthy / unhealthy food is.
- I understand what I must do during swimming lessons.
- I understand that other people have allergies and know how to keep them safe.
- I can manage myself when going to the toilet.
- I know what to expect when going to the dentist.

## Physical Development

### Multi skills:

- Revise and refine the fundamental movement skills they have already acquire such as; rolling, crawling, walking, jumping, running, hopping, skipping and climbing
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Start taking part in some group activities which they make up for themselves, or in teams.

### Athletics:

- Progress towards a more fluent style of moving, with developing control and grace
- Develop overall body-strength, balance, co-ordination and agility  
Skip, hop, throw, running at speed, jumping.

### Gross Motor Skills

- Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor
- Confidently and safely use a range of small apparatus indoors and outdoors, alone and in a group
- Use large-muscle movements to wave flags and streamers, paint and make marks.

### Fine Motor Skills:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils, scissors, paintbrushes, knives, forks and spoons.

## Communication and Language

- Enjoy listening to longer stories and can remember much of what happens
- Learn and use new vocabulary
- Ask questions to find out more
- Describe events in some detail (weekly news sessions)
- Engage in story times
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.