

Hazel Wood Year R Curriculum 2025-2026 Long Term Plan

	Autumn Term				Spring term				Summer term	
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
	Incredible Me! 2 weeks	Traditional Tales 5 weeks	Imagination Station 4 weeks	Let's Celebrate! 3 weeks	Winter explorers 3 weeks	Helping Hands 3 weeks	Spring, Shoots and Welly Boots 3 weeks	Happy Habitats 3 weeks	Ticket to Ride! 5 weeks	Here comes the Sun 7 weeks
Learning value	Team Player Independence		Creativity Resilience		Team Player Creativity		Independence Resilience		Creativity Independence	Resilience Team Player
Hook	N/A	Children come into classroom to see evidence of 3 Little Pigs, Goldilocks, Little Red Hen and Gingerbread Man - who has been in our classroom? Show CGI?	Inspire Me box with different objects	A manger arrives in the classroom - who's is it and where has it come from?	A suitcase arrives in the classroom with lots of winter clothing - why do we need warm clothes in winter?	Visitors to come in and share about their job roles	Children to observe and look after the chicks.	Animal footprints have been spotted in school - can we figure out which animal they belong to?	Sponsored Scoot/Bike ride around the school	Trip to Lepe beach
Outcome	Grand Tour - children create a map and take their adult around the school.	Children to make their own bread roll.	Children to make their own clay Stick Man.	Nativity performance to parents.	Children to make their own Ice Mobile with natural objects	Careers Day - children come dressed as their future job.	Seed Planting Workshop - children show their parents how to plant a seed together.	Take part in an Easter celebration and craft activities.	Teddy Bear Adventure and picnic	Create and eat ice lollies
Enrichment/sensory opportunities	<ul style="list-style-type: none"> <li>Self-portraits</li> <li>Making friends</li> <li>Learning about each other</li> <li>Speaking and listening activities</li> <li>Sharing photographs from home</li> <li>RBA Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Teddy Bear Toast</li> <li>Bread to Toast</li> <li>Morrison's visit</li> <li>Making houses out of different materials</li> <li>Making their own gingerbread man</li> <li>Painting characters from story</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal Walk - looking for signs of Autumn</li> <li>Autumn object hunt</li> <li>Make our own Supertato</li> <li>Make a Stick Man home</li> <li>Stick Man obstacle course</li> <li>Stick Man Story maps</li> </ul>	<ul style="list-style-type: none"> <li>Letters to Father Christmas</li> <li>Decorating the classroom</li> <li>Christmas Cards</li> </ul>	<ul style="list-style-type: none"> <li>Making animals masks</li> <li>Seasonal Walk - looking for signs of winter</li> <li>Hunting for Ice</li> <li>Changes of states - melting/freezing etc</li> <li>Different weather</li> <li>How animals have adapted to survive the cold</li> </ul>	<ul style="list-style-type: none"> <li>Concert with Sally</li> <li>Dress up opportunities</li> <li>Junk modelling vehicles</li> <li>People who help us puppets?</li> </ul>	<ul style="list-style-type: none"> <li>Looking after the school garden</li> <li>What a plant needs to grow</li> <li>Life cycles (caterpillars)</li> <li>Healthy eating</li> <li>Seasons - how does our environment change?</li> <li>Daffodil observational drawing</li> </ul>	<ul style="list-style-type: none"> <li>Safari animals</li> <li>Woodland habitats</li> <li>Polar habitats</li> <li>Ocean habitats</li> <li>Mini beasts</li> <li>The world map?</li> <li>Animals and their young</li> <li>Caring for animals - pets</li> <li>Minibeast hotels/houses</li> </ul>	<ul style="list-style-type: none"> <li>Floating/Sinking experiment for a boat                             <ul style="list-style-type: none"> <li>Space</li> </ul> </li> <li>Making rockets? (coke and mentos)</li> <li>Our local environment</li> <li>Fruit tasting from around the world</li> <li>Countries comparison to UK?</li> </ul>	<ul style="list-style-type: none"> <li>Letter to their new teacher</li> <li>Similarities and differences</li> <li>Keeping safe in the sun</li> <li>Make our own ice lollies with ice cubes                             <ul style="list-style-type: none"> <li>Sports Day</li> <li>Using Bee-Bots on simple maps</li> </ul> </li> </ul>
Book Opportunities	<ul style="list-style-type: none"> <li>Rainbow fish</li> <li>Ruby's worry</li> <li>The invisible String                             <ul style="list-style-type: none"> <li>Elmer</li> </ul> </li> <li>The colour monster</li> <li>Meesha makes friends</li> <li>Tilda tries again</li> <li>Worrysaurus</li> </ul>	<ul style="list-style-type: none"> <li>Three Little Pigs                             <ul style="list-style-type: none"> <li>Goldilocks</li> </ul> </li> <li>The Gingerbread Man</li> <li>Little Red Hen</li> <li>Any other traditional tale they are interested in</li> </ul>	<ul style="list-style-type: none"> <li>Stanley's Stick</li> <li>It is not a stick                             <ul style="list-style-type: none"> <li>Supertato</li> </ul> </li> <li>Stick Man (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Kipper's Birthday</li> <li>Christmas story?</li> </ul>	<ul style="list-style-type: none"> <li>Polar Bear Polar Bear</li> <li>What do you hear?                             <ul style="list-style-type: none"> <li>Lost and Found</li> <li>Non-fiction book?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction books?</li> <li>A Superhero like you?</li> </ul>	<ul style="list-style-type: none"> <li>The Hungry Caterpillar</li> <li>The amazing life cycle of a butterfly</li> <li>A stroll through the seasons</li> </ul>	<ul style="list-style-type: none"> <li>Farm book?</li> <li>What the ladybird heard</li> <li>Commotion in the Ocean</li> </ul>	<ul style="list-style-type: none"> <li>The boy who sailed the world</li> <li>On the way to school</li> <li>Whatever Next?</li> <li>Oi Get off my train?</li> <li>Handa's Surprise</li> </ul>	<ul style="list-style-type: none"> <li>A World for me and you</li> <li>The Snail and the Whale                             <ul style="list-style-type: none"> <li>The storm whale</li> </ul> </li> <li>At the Beach by Roland Harvey</li> </ul>
Important Occasaions	<ul style="list-style-type: none"> <li>Harvest</li> </ul>		<ul style="list-style-type: none"> <li>Diwali</li> <li>Bonfire Night</li> <li>Remembrance Day</li> <li>Christingle</li> <li>Christmas</li> </ul>		<ul style="list-style-type: none"> <li>Chinese New Year</li> <li>World Book Day</li> <li>Valentines Day</li> <li>Pancake Day</li> <li>Mother's Day                             <ul style="list-style-type: none"> <li>Easter</li> </ul> </li> <li>Internet Safety Day</li> </ul>				<ul style="list-style-type: none"> <li>Tennis sessions at Hanger Farm 25/4, 2/5, 9/5, 16/5</li> </ul>	<ul style="list-style-type: none"> <li>Transition</li> <li>Sports Day</li> </ul>

<p>Gross and Fine Motor Progression</p>	<p><b>Cooperation and Moving</b></p> <p><u>Gross Motor:</u></p> <ul style="list-style-type: none"> <li>Cooperation games i.e. parachute games.</li> <li>Climbing on outdoor equipment.</li> <li>Different ways of moving to be explored with children.</li> <li>Help individual children to develop good personal hygiene.</li> <li>Provide regular reminders about thorough handwashing and toileting.</li> </ul> <p><u>Fine Motor:</u></p> <ul style="list-style-type: none"> <li>Daily Dough activities.</li> <li>Daily name writing activities.</li> <li>Threading, cutting, weaving, playdough etc</li> <li>Manipulate objects with good fine motor skills.</li> <li>Show preference for dominant hand.</li> <li>Draw lines and circles using gross motor movements.</li> <li>Hold pencil/paint brush beyond whole hand grasp.</li> <li>Pencil Grip - encourage tripod grip</li> </ul>	<p><b>Ball Skills and Wheeled Toys</b></p> <p><u>Gross Motor:</u></p> <ul style="list-style-type: none"> <li>Ball skills- throwing and catching.</li> <li>Crates play- climbing.</li> <li>Skipping ropes in outside area dance related activities.</li> <li>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</li> <li>Two-wheeled balance bikes and pedal bikes.</li> </ul> <p><u>Fine Motor:</u></p> <ul style="list-style-type: none"> <li>Daily name/CVC writing activities.</li> <li>Threading, cutting, weaving, playdough</li> <li>Develop muscle tone to put pencil pressure on paper.</li> <li>Use tools to effect changes to materials.</li> <li>Show preference for dominant hand</li> <li>Engage children in structured activities: guide them in what to draw, write or copy.</li> <li>Teach and model correct letter formation.</li> </ul>	<p><b>Ball Skills and Moving to Music</b></p> <p><u>Gross Motor:</u></p> <ul style="list-style-type: none"> <li>Ball skills - aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking.</li> <li>Dance / moving to music.</li> <li>Gymnastics / Balance.</li> </ul> <p><u>Fine Motor:</u></p> <ul style="list-style-type: none"> <li>Daily name/CVC writing activities.</li> <li>Threading, cutting, weaving, playdough</li> <li>Begin to form letters correctly.</li> <li>Handle tools, objects, construction and malleable materials with increasing control.</li> <li>Encourage children to draw freely.</li> <li>Holding Small Items / Button</li> <li>Clothing / Cutting with Scissors</li> </ul>	<p><b>Balance</b></p> <p><u>Gross Motor:</u></p> <ul style="list-style-type: none"> <li>Balance- children moving with confidence dance related activities.</li> <li>Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.</li> </ul> <p><u>Fine Motor:</u></p> <ul style="list-style-type: none"> <li>Daily name/CVC writing activities.</li> <li>Threading, cutting, weaving, playdough</li> <li>Hold pencil effectively with comfortable grip</li> <li>Forms recognisable letters most correctly formed.</li> </ul>	<p><b>Obstacles</b></p> <p><u>Gross Motor:</u></p> <ul style="list-style-type: none"> <li>Obstacle activities children moving over, under, through and around equipment.</li> <li>Encourage children to be highly active and get out of breath several times every day.</li> <li>Dance / moving to music.</li> </ul> <p><u>Fine Motor:</u></p> <ul style="list-style-type: none"> <li>Daily name/CVC/sentence writing activities.</li> <li>Develop pencil grip and letter formation continually</li> <li>Use one hand consistently for fine motor tasks.</li> <li>Cut along a straight line with scissors</li> <li>Start to cut along a curved line, like a circle</li> </ul>	<p><b>Team games</b></p> <ul style="list-style-type: none"> <li>Gross Motor:</li> <li>Races / team games involving gross motor movements dance related activities.</li> <li>Gymnastics / Balance</li> </ul>
<p>Listening, Attention, Understanding and Speaking</p>	<ul style="list-style-type: none"> <li>Talking about things that they like using longer sentences of four to six words</li> <li>Enjoys listening to stories with attention to short stories in groups/whole class</li> <li>Join in with nursery rhymes/simple songs</li> <li>Start a conversation with an adult or friend and continue for many turns</li> <li>Understand and follow a set of short instructions</li> <li>Begging in to develop clear pronunciation when talking to other children and adults</li> <li>To start to pay attention to more than one thing at a time</li> <li>To be able to express a point of view and to debate when they disagree with an adult or friends using words as well as actions</li> </ul>	<ul style="list-style-type: none"> <li>Sing a large repertoire of songs</li> <li>To use talk to organise themselves and their play.</li> <li>Understand short 'Why' questions.</li> <li>Asking questionings to find out more information</li> <li>Starting to learn new vocabulary linked to texts/topic learning</li> <li>Apply new vocabulary learnt throughout the day</li> <li>To recall events in detail (of how they made their stick house for stickman)</li> <li>Develop and apply social phrases (e.g good morning how are you?)</li> <li>Listening to stories and discussing what we liked/ disliked.</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully to questions and ensure they have listened to give appropriate answer.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story once they have developed a deep familiarity with text some as extract repetition and some in their own words</li> <li>Continue to learn new vocabulary linked to texts/topic learning and apply this throughout the day</li> <li>Learn and rehearse a variety of rhymes, poems and songs</li> <li>Understand how to listen carefully and why listening is important</li> </ul>	<ul style="list-style-type: none"> <li>Answering 'how' and 'why' questions with appropriate answers</li> <li>Ask questions to find out more information</li> <li>Use new vocabulary taught in a variety of different contexts</li> <li>Listen carefully to rhymes and songs paying attention to detail of how they sound</li> <li>Describe events in some detail</li> <li>Connecting one idea and one action to another</li> <li>Use talk to explain how things work and why they might happen</li> <li>Engage in non- fiction books understanding the difference</li> <li>Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary and apply this in conversation</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions</li> <li> <ul style="list-style-type: none"> <li><b>Speaking</b></li> </ul> </li> <li>Connect one idea or action to another using a range of connectives</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support</li> <li>Participate in small group, class and one-one discussions, offering their own ideas using recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers</li> <li> <ul style="list-style-type: none"> <li><b>Speaking.</b></li> </ul> </li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support</li> <li>Participate in small group, class and one-one discussions, offering their own ideas.</li> </ul>

<p>Self-Regulation / Managing Self / Building Relationships</p>	<ul style="list-style-type: none"> <li>Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</li> <li>Be increasingly independent in meeting their own care needs, e.g using the toilet, washing and drying their hands thoroughly.</li> <li>Develop a sense of responsibility and membership of a community.</li> <li>To understand their rights and this means we should all be allowed to play</li> <li>Display a developing confidence in new social situations and to start to work</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>To understand why it is important to use kind hands</li> <li>To start to work together as a team and consider others feelings</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To talk about what they are good at and understanding other children are good at different things.</li> <li>Show an understanding that we are all different and that is why we are special.</li> <li>To talk about what makes a kind friend</li> <li>Taking turns and listening to other opinions (working with partners)</li> <li>Understand gradually how others might be feeling.</li> <li>Develop appropriate ways of being assertive.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Start to find solutions to conflicts and rivalries.</li> </ul>	<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>To discuss a time when they didn't give up and achieved a goal</li> <li>To talk about how they felt when achieving a goal</li> <li>To understand the link between what they learn now and the jobs they might like when they are older</li> <li>See themselves as a valuable individual and identify the reason for this</li> <li>To start to think about the perspectives of others</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that exercise is used to keep my body healthy</li> <li>To understand how moving and resting are good for my body</li> <li>To understand and talk about what the word 'healthy' means and that some foods are healthier than others</li> <li>To talk about how to help myself go to sleep and understand why sleep is good for them</li> <li>Wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet</li> <li>To know and talk about what a stranger is and how to stay safe if a stranger approaches them</li> </ul>	<ul style="list-style-type: none"> <li>To negotiate with others to ensure it is fair.</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Thinking about the perspective of others.</li> <li>To say what makes a good friendship including qualities they would like to see in a friend and how they could help a child if they felt lonely</li> <li>To talk about the impact of unkind words</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Talk about positive experiences in Year R and reflect on why they are positive</li> <li>Expressing their thoughts and feelings about moving to Year 1</li> <li>Confidently manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>Talk about their body and name different parts</li> <li>Understanding how to look after their body by eating healthy foods.</li> <li>Understanding and notice the change over time through being a baby to growing up</li> <li>Understanding and respect changes in other people</li> <li>Consistently work and play cooperatively and take turn with others</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>
<p>Understanding the world Past and present / People, culture and communities / The Natural World</p>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things</li> <li>Plant seeds and care for growing plants.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Show interest in different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Explore and investigate the natural world around them independently</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>To understand the purpose of a map</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different from where they live.</li> <li>Describe what they hear, see and feel whilst outside.</li> <li>Talk about the lives of the people around them and their roles in society</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast characters from the stories</li> <li>Understand and discuss the effect of changes seasons around them</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>