



Year R

Curriculum Map

Autumn Term

2026

believe
achieve
succeed

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- 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.
- Explore the natural world around them.

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Develop social phrases.
- Engage in storytimes.
- Ask questions to find out more and to check they understand what has been said to them.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Physical Development

- Refine fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Our PE sessions are on a Thursday and children will wear PE kit to school.

Personal, Social and Emotional

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.
- See themselves as a valuable individual.

Expressive Arts and Design

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

Maths

- Mastering Number: counting skills, matching sets, finger patterns, quantities and counting sequence.
- White Rose: compare size, mass and capacity.
- Use concrete objects and daily routines to compare quantities and measures.

Key vocabulary: count, number, numeral, subitise, more, fewer, equal, pattern, circle, triangle

- Mastering Number: magnitude, comparison and language of whole/parts.
- White Rose: pattern; circles and triangles; positional language; time.
- Create and describe patterns and routes in provision.

Key vocabulary: part, whole, one more, one less, compare, mass, capacity, position, time, pattern

- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Compare numbers.
- Compare length, weight and capacity.
- Compare numbers.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.
- Count objects, actions and sounds.

Literacy

- Read individual letters by saying the sounds for them.
 - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
 - Form lowercase and capital letters correctly.
 - Spell words by identifying the sounds and then writing the sound with letter/s.
 - Read some letter groups that each represent one sound and say sounds for them.
 - Read a few common exception words matched to the Little Wandle phonics programme.
 - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
 - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Write name, labels and captions.

Children visit the library on a Friday. They bring home a library book and a phonics book matched to their ability. Please ensure books and reading record are always in book bags .