

All Saints' C of E Primary School
Year R Curriculum Map

2025-26	Autumn Term		Spring Term		Summer Term	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
English	<p style="text-align: center;">CVC words Initial and end sounds Sounds within words</p> <p style="text-align: center;"><i>Giraffes can't dance</i> The toy museum The colour monster goes to school. Elmer The very hungry caterpillar Lighting a lamp The nativity The tiger who came to tea Monkey Puzzle National Geographic; Kids dinosaurs The Gruffalo</p>		<p style="text-align: center;">CVC words Captions Story sequencing Sentence writing</p> <p style="text-align: center;">The amazing life cycle of plants Dogger Handas surprise All are welcome Pirates love underpants The Easter Story Meerkat Mail Real Superheroes Where does our food come from? One day on our planet Smelly Melly Little Kids big book of animals</p>		<p style="text-align: center;">Captions Sentence writing Narrative (HA)</p> <p style="text-align: center;">The snail and the whale One Giant Leap A year in Percy's Park The good Samaritan David and Goliath Voyage to the seven continents As we grow A planet full of plastic Rainbow Fish Poem and Perform Oi Frog! Superworm Supertato—Veggies assemble</p> <p style="text-align: center;">Story maps Sentence writing Descriptions Story writing- beginning middle end.</p>	
Mathematics	<p style="text-align: center;">Match, sort and compare Talk about and measure patterns It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides.</p>		<p style="text-align: center;">Alive in 5! Growing 6,7,8 Length, height and time Building 9 – 10 Explore 3D shapes</p>		<p style="text-align: center;">To 20 and beyond How many now? Manipulate and decompose Sharing and grouping Visualise, build and map Make connections</p>	
Communication and Language	Understand how to listen carefully and why listening is important		Engage in non-fiction books		Engage in non-fiction books	

	Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Describe events in some detail Develop social phrases Engage in story times Listen to and talk about stories to build familiarity and understanding	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use new vocabulary in different contexts Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Articulate their ideas and thoughts in well-formed sentences. Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use new vocabulary in different contexts Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Articulate their ideas and thoughts in well-formed sentences. Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs			
Personal, Social, Emotional Development/ PSHE	Building relationships – Special relationships	Self-regulation – My feelings	Managing Self – Taking on challenges	Self-regulation -Listening and following instructions	Building Relationships – Family and friends	Managing self – My wellbeing
Physical Development / PE	Football/Tag Rugby Personal hygiene	Invasion Games Orienteering Dough disco	Dance High 5/Target Games Healthy eating	High 5/Target Games Hand-eye coordination	Athletics – sports day Scatterball	
Understanding the World - Science	What can I see in the world around me?	How do animals change?	What does a plant need to grow?		What happens in the different seasons?	What do materials feel and look like?
Understanding the World - Computing	Programming: All about instructions		Computing systems and networks: Exploring hardware		Introduction to Data	
Understanding the World - History	How have toys changed over time?		What if I were Victorian?		Who is Neil Armstrong?	
Understanding the World - Geography	What was the world like when dinosaurs roamed?		Where in the world?		Oh what a trip to Harwich for a Pirate it would be!	

Expressive Art and Design - Art	Marvellous Marks		Paint my world		Let's get crafty	
Expressive Art and Design - DT	Exploring Junk Modelling		Soup!		Text-tiles – Book marks	
RE	Why is the word God important to Christians?	Why do Christians perform nativity plays at Christmas?	Where do we belong?	Why do Christians put a cross on their Easter garden?	Which places are special and why?	Which stories are special and why?
Music	Me!		Our World		Big Bear Funk	

	Autumn Term	Spring Term	Summer Term
Science	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>
Computing	<p>Spell words by identifying the sounds and then writing the sounds with letter/s. -Re-read what they have written to check that it makes sense. (Literacy)</p> <p>Link the number symbol (numeral) with its cardinal number value. (Maths)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Physical development)</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their thoughts and ideas in well-formed sentences.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (C&L)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Articulate their thoughts and ideas in well-formed sentences.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (C&L)</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Count beyond 10.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/ one less than' relationship between consecutive numbers. (Maths)</p>

		(Physical development) Describe what they see, hear and feel whilst outside. (UoftW)	
History	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Talk about members of their immediate family and community. Name and describe people who are familiar to them.
Geography	Explore the natural world around them Describe what they see, hear and feel whilst outside	Talk about the features of their immediate environment Recognise some environments are different to the ones in which they live. Recognise some similarities and differences between life in this country and life in other countries.	Draws information from a simple map Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some similarities and differences between life in this country and life in other countries.
Art	Develop small motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express ideas and feelings. Creates collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Choose particular colours for a purpose Explore what happens when they mix colours Manipulate materials to achieve a planned effect. Use simple tools and techniques competently, safely and appropriately Creates simple representations of events, people and objects (being imaginative)	Use simple tools and techniques competently and appropriately. Develops their own ideas through selecting and using materials and working on processes that interest them. Manipulate materials to achieve a planned effect. Return to and build on their previous learning, refining ideas and developing their ability to represent them.
DT	Manipulate materials to achieve a planned effect. Use simple tools and techniques competently, safely	Use the basic principles of a healthy and varied diet to prepare dishes.	Use simple tools and techniques competently and appropriately.

	<p>and appropriately.</p> <p>Creates simple representations of events, people and objects (being imaginative)</p>	<p>Use simple tools and techniques competently and appropriately.</p> <p>Can explain what they have made.</p>	<p>Develops their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Selects tools and technique needed to shape, assemble and join materials.</p>
RE	<ul style="list-style-type: none"> · Talk about some aspects of a religious or belief story. · Introduce key theological vocabulary such as 'God'. · Recreate religious and belief stories through small world play. · Talk about sacred texts 	<ul style="list-style-type: none"> · Talk about some aspects of a religious or belief story. · Introduce key theological vocabulary such as 'God'. · Recreate religious and belief stories through small world play. · Talk about sacred texts · Identify simple features of religious life and practice in a family context. · Recognise a number of religious words. · Name some religious symbols. · Name some religious artefacts. · Talk about religious events that they see or hear about e.g. festivals, ceremonies. · Talk about what people wear because of their beliefs. 	<ul style="list-style-type: none"> · Identify simple features of religious life and practice in a family context. · Recognise a number of religious words. · Name some religious symbols. · Name some religious artefacts. · Talk about religious events that they see or hear about e.g. festivals, ceremonies. · Talk about what people wear because of their beliefs.
PSHE	<p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p>	<p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others</p> <p>See themselves as a valuable individual</p> <p>Be constructive and build respectful relationships</p> <p>Shows resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feeling socially and emotionally.</p> <p>Think about the perspective of others</p>	<p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others</p> <p>See themselves as a valuable individual</p> <p>Be constructive and build respectful relationships</p> <p>Manages their own needs.</p> <ul style="list-style-type: none"> - Personal hygiene <p>Know and talk about the different factors</p>

			<p>that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy eating - toothbrushing - Sensible amount of screen time - Having a good sleep routine - Being a safe pedestrian
PE /Physical Development	<p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and</p>	<p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and</p>	<p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills</p>

	<p>accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>
Music	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
Writing	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Form some lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
Reading	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Read individual letters by saying the sounds for them</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read a few common exception words matched to the</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>

	Read a few common exception words matched to the school's phonic programme.	school's phonic programme. Read some letter groups that each represent one sound and say sounds for them.	
Maths	<p>Compare numbers</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identify patterns around them.</p> <p>Continue, copy and create repeating patterns.</p> <p>Counts objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Subitise</p> <p>Can count beyond 10</p> <p>Understand the one more than/one less than relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10</p> <p>Talk about and explore 2D and 3D shapes.</p> <p>Describe a familiar route</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10</p> <p>Can count beyond 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>Compare length, weight and capacity</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns</p> <p>Compare length, weight and capacity</p>

