



Year R Autumn 1 “Off We Go!” Termly Curriculum Overview 2025-2026

This overview shows the basis of what we will deliver and each year our curriculum is extended to meet the needs of our cohort and follow their interests and ideas. For this reason, we allow some flexibility with our suggesting timeframe and additional opportunities are added to support well-rounded child development for our Reception pupils.

Autumn 1: Off We Go!						
	Week 1 & 2	Week 3	Week 4	Week 5	Week 6	Week 7
St Mary’s Learner/ Growth Mindset (PSED) (CL)	Transition period	Always ready to learn	I want to get better and learn for me.		Growth Mindset: I can take control of my own destiny.	
English (C&L) (L) Talk Through Stories – English Curriculum		Transitional writing activities and topic-based story times	A Little Bit Brave		Room on the Broom	
			Poetry basket, Helicopter stories, Drawing Club			
Phonics (L) Monster Phonics		S, a, t, p	I, n	M, d, g	O, c, k, ck	E, u, r
Maths (M) NCETM Mastering Number & White Rose		Subitising	Counting, cardinality ordinality	Composition of 3 and 4	Subitising to 4	Comparing groups of objects
		Days of week, months of the year and seasons		2D Shapes	Triangles, squares and rectangles	2D Shapes
Enrichment (Trips/Visitors/Eve nts) (UW)	Home visits & Transitional sessions to school		European Day of Languages Harvest Festival	World Space Week National Poetry Day		
RE (UW) Surrey Agreed Syllabus	Who Am I? Where Do I Belong?					
PE (PD) Sports4Kids	Gymnastics					



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Communication & Language

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none">• Understand how to listen carefully and why listening is important• Learn new vocabulary• Use new vocabulary throughout the day• Ask questions to find out more• Articulate their ideas and thoughts• Use talk to help work out problems• Develop some social phrases• Engage in story times• Listen to and talk about stories• Learn rhymes, poems and songs• Engage in non-fiction books	<ul style="list-style-type: none">• Look attentively and talk about new experiences. (<i>English</i>)• Look carefully and use adjectives to say what images / objects look like (<i>English</i>)• Use the language now and past, yesterday, today, tomorrow (<i>History</i>)



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Personal, Social and Emotional Development

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> • See themselves as a valuable individual • Build constructive and respectful relationships • Express their feelings • Show resilience and perseverance in the face of challenge • Identify their own feelings socially and emotionally • Manage their own personal hygiene needs • Know and talk about the different factors that support their overall health and wellbeing (healthy eating) 	<ul style="list-style-type: none"> • To know right from wrong (<i>PSHE</i>) • To know the school rules (<i>PSHE</i>) • To know how to keep themselves safe I school and look after things in my classroom (<i>PSHE</i>) • Who can help us in our classroom? (<i>PSHE</i>) • Use the Zones of Regulation, with adult support, to identify their emotions. • Give an opinion on a topic. (<i>English</i>) • Use all the senses to discuss and describe (<i>English</i>) • What is in our classroom? (<i>Geography</i>) • Express their views on features of the EYFS environment. What do they like or not like? (<i>Geography</i>) • Recognise that work belongs to the person who created it (<i>Computing</i>) • Name our work so that others know who it belongs to (<i>Computing</i>) • Through play, I can share and take turns. (<i>PSHE</i>)



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Physical Development

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none">• Revise and refine fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)• Progress towards a more fluent style of movement• Develop overall body strength, coordination and balance• Develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils, scissors, paintbrushes, knives, forks and spoons).• Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor.• Further develop the skills they need to manage the school day successfully (mealtimes, lining up).	<ul style="list-style-type: none">• Move and dance in self-directed time. (<i>Music</i>)



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Literacy

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> • Read individual letters by saying the sounds of them • Begin to blend sounds into words to read short words made up of known letter-sounds correspondences • Form lower-case and capitals correctly (for the sounds we have learnt) 	<ul style="list-style-type: none"> • To know what an illustrator is (<i>Art</i>) • Order a sequence of pictures (<i>English</i>) • Create a simple story in which a main character goes from setting to setting on a journey. (<i>English</i>)

Mathematics

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> • Count objects • Subitise • Link the number symbol (numeral) with its cardinal value • Explore the composition of numbers to 10 • Select, rotate and manipulate shapes to develop spatial reasoning skills • Continue and copy repeating patterns. 	<ul style="list-style-type: none"> • Daily date and how many pupils are at school during morning registration (<i>Maths, Geography</i>) • Physically sort groups and objects, identifying their similarities and differences (<i>Maths, Computing</i>) • Name the seasons; play and explore outside in all seasons (<i>Maths, Geography</i>) • To know the days of the week (<i>Maths, History</i>) • To know the months of the year (<i>Maths</i>) • To be able to name triangles, squares and rectangles and discuss their properties (<i>Maths</i>)



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Understanding the World

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> • 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. • Recognise that people have different beliefs and celebrate them in different ways. • Explore the natural world around them. • Describe what they see, hear and feel outside. • Recognise some environments are different to the one in which they live. 	<ul style="list-style-type: none"> • Name and locate areas in the EYFS area (<i>Geography</i>) • Know that there are different countries in the world (<i>Geography</i>) • Compare photographs of their gardens to the fields of the school and park in our stories (<i>Geography</i>) • Daily weather during morning registration (<i>Geography</i>) • Draw maps showing different settings, including those in our focus stories, and using them to “navigate” (<i>Geography</i>) • Using physical resources, such as stories, pictures, globes and atlases. (<i>Geography</i>) • Compare types of transport to each other and throughout time (<i>History</i>) • Compare homes to each other and throughout time. (<i>History</i>) • The history of the school - What did our school used to look like? (<i>History</i>) • Know that other languages exist, encouraging EAL children to answer the register in their home language. (<i>MFL</i>) • Know that some other languages look different to ours. (<i>MFL</i>) • Talking about people, events and past events. (<i>History</i>) • Land vs. sea – use atlases and the globe to understand the world is made up of land and sea (<i>Geography</i>)

Expressive Arts and Design

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> • Explore and use a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively and move to music. • Sing in a group, or on their own. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Role play different characters, including puppets, using different voices for characters. (<i>English</i>) • Explain what they have made (<i>Art</i>) • Perform short poems, rhymes or songs as a group to their peers and familiar adults (<i>Music</i>) • Sing a range of familiar songs (<i>Music</i>) • Create own symbols on drawings of maps and places (<i>Geography</i>)