



Year R Autumn 2 “Blast Off!” 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.

Any **bold** statements are new objectives introduced in this half term. All other statements have been previously introduced.

The *italicised* subjects indicate which National Curriculum subject is preparing our children for.

Autumn 2: Blast Off!							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
St Mary's Learner/ Growth Mindset (PSED) (CL)	Growth Mindset: There is no such thing as can't at St. Mary's. I just can't do it yet.			Enthusiastic, willing to take part and speak up (SML)		A Risk taker - always confident to have a go (SML)	
English (C&L) (L) Talk Through Stories – English Curriculum	Aliens Love Underpants		Max And The Tag Along Moon		On The Way Home		Nativity Stories
	Poetry Basket, Helicopter Stories & Drawing Club						
Phonics (L) Monster Phonics	H, b	F, ff, l, ll, ss	J, v, w, x	Y, z, zz, qu	Ch, sh, th, ng	Long oo	Ar
Maths (M) NCETM Mastering Number & White Rose	Subitising	Counting, cardinality, ordinality to 5	Comparing groups of objects	Composition up to 5	Counting, cardinality, ordinality to 6	Subitising to 5	Recap
	Measure		3D Shapes			Measure	
Enrichment (Trips/Visitors/Events) (UW)	Freshwater Theatre Workshop Halloween Bonfire Night	Remembrance Day Diwali	Children in Need Anti-Bullying Week	Road Safety Week	St. Andrew's Day	Advent Nativity Performance Christmas Jumper Day	Hanukkah
RE (UW) Surrey Agreed Syllabus	Why do we have celebrations?						
PE (PD) Sports4Kids	Team games						



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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 and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences • Use talk to help work out problems and organise thinking and activities. • Develop some social phrases • Engage in story times • 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 • 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 all the senses to discuss and describe <i>(English)</i> • Use the language now and past, yesterday, today, tomorrow. <i>(History)</i> • Discuss what the characters say <i>(English)</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 and a valuable individual • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Identify and being to moderate their own feelings socially and emotionally • Manage their own personal hygiene needs. • (Being to) think about the perspective of others • Know and talk about the different factors that support their overall health and wellbeing (being a safe pedestrian) 	<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> • Use the Zones of Regulation independently to identify their emotions. <i>(PSHE)</i> • Give an opinion on a topic <i>(English)</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 and begin to compromise with adult support <i>(PSHE)</i> • Understand that people’s opinions can be different. <i>(English)</i> • To know my friends like different toys to me <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 with developing control and grace.• 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).• Develop the foundations of a handwriting style which is fast, accurate and efficient.	<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. • Blend sounds into words to read short words made up of known letter-sounds correspondences • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic scheme (Monster Phonics, assessment 1 &2) • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capitals correctly for all letters 	<ul style="list-style-type: none"> • To know what an illustrator is (<i>Art</i>) • Create a simple story in which a main character goes from setting to setting on a journey. (<i>English</i>) • Order a sequence of pictures (<i>English</i>)

Mathematics

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal value • Compare numbers • Understand the “one more than / one less than” relationship between consecutive numbers. • Explore the composition of numbers to 10 • Select, rotate and manipulate shapes to develop spatial reasoning skills • Continue, copy and create 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>) • Begin to write numbers with the correct number formation (Now You See Us – Numberblocks – to support this) (<i>Maths</i>) • To know the we can measure things using a range of tools and compare sizes using the vocabulary bigger / smaller / longer / shorter / heavier / lighter (<i>Maths</i>) • To begin to recognise and name some 3D shapes. (<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. • Understand the effect of changing seasons on the natural world around them. • Talking about people, events and past events. 	<ul style="list-style-type: none"> • Why are some people remembered? Neil Armstrong / Jesus (<i>History</i>) • Why are some events remembered? Moon Landing / Nativity (<i>History</i>) • What is in Space? (Naming the planets, sun, moon and stars – Planet Song) (<i>Science</i>) • Use Google Earth to see Earth from Space and identify key features of the school and local landmarks (<i>Geography</i>) • How have I changed? (Linking to their first Christmas – ask for photos) (<i>PSHE</i>) • Explore light and dark with dark tent and torches (<i>Science</i>) • What is a shadow? (<i>Science</i>) • How does wind make things move? (<i>Science</i>) • How things work – what needs electricity to work? (Linking to BeeBots and Chromebooks) (<i>Science</i>) • Exploration of circuits (<i>Science</i>) • Name the four counties of the UK (Linking to St. Andrews Day) (<i>Geography</i>) • Exploring seasons – an Autumn Walk (<i>Geography; Maths</i>) • Talking about events in the past (Nativity) (<i>History</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, increasingly matching the pitch and following the melody. • 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 and how it works. (<i>DT</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>)



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