



## Year R Spring 1 “Let Me Hear You Roar!” 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.

<b>Spring 1: Let Me Hear You Roar!</b>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>St Mary’s Learner/ Growth Mindset (PSED) (CL)</b>	Happy to try and try again		I want to get better and learn for me.		Not afraid to learn from our mistakes	
<b>English (C&amp;L) (L) Talk Through Stories – English Curriculum</b>	Billy and the Dragon		Ravi’s Roar		Zog	
	Poetry basket, Helicopter stories & Drawing Club					
<b>Phonics (L) Monster Phonics</b>	Short oo	ow	ee	ur	ai	or
<b>Maths (M) NCETM Mastering Number &amp; White Rose</b>	Subitising to 6	Counting, ordinality, cardinality and composition to 5	Composition to 6 and 7	Comparison up to 7	Comparison up to 7	Recap
	Days of the week	Months	Seasons	Positional language		
<b>Enrichment (Trips/Visitors/Eve nts) (UW)</b>	World Braille Day		World Religion Day	Big Garden Birdwatch	National Storytelling Week	Safer Internet Day Lunar New Year Valentines Day
<b>RE (UW) Surrey Agreed Syllabus</b>	What can we learn from stories?					
<b>PE (PD) Sports4Kids</b>	Gymnastics					



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**Communication & Language**

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary throughout the day</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• <b>Connect one idea or action to another using a range of connectives.</b></li> <li>• <b>Describe events in some detail</b></li> <li>• Use talk to help work out problems and organise thinking and activities <b>and to explain how things work and why they might happen.</b></li> <li>• Develop some social phrases</li> <li>• Engage in story times</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 the text, some as exact repetition and some in their own words.</li> <li>• <b>Use new vocabulary in different contexts.</b></li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs</li> <li>• Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>• Look attentively and talk about new experiences. <i>(English)</i></li> <li>• Look carefully and use adjectives to say what images / objects look like <i>(English)</i></li> <li>• Use all the senses to discuss and describe <i>(English)</i></li> <li>• Use the language now and past, yesterday, today, tomorrow. <i>(History)</i></li> <li>• Discuss what the characters say <i>(English)</i></li> </ul>



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**Personal, Social and Emotional Development**

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• See themselves and a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Identify and being to moderate their own feelings socially and emotionally</li> <li>• Manage their own personal hygiene needs.</li> <li>• Think about the perspective of others</li> <li>• <b>Know and talk about the different factors that support their overall health and wellbeing (sensible amounts of screen time)</b></li> </ul>	<ul style="list-style-type: none"> <li>• To know right from wrong (<i>PSHE</i>)</li> <li>• To know the school rules (<i>PSHE</i>)</li> <li>• To know how to keep themselves safe I school and look after things in my classroom (<i>PSHE</i>)</li> <li>• Use the Zones of Regulation independently to identify their emotions. (<i>PSHE</i>)</li> <li>• Give an opinion on a topic (<i>English</i>)</li> <li>• Express their views on features of the EYFS environment. What do they like or not like? (<i>Geography</i>)</li> <li>• Recognise that work belongs to the person who created it (<i>Computing</i>)</li> <li>• Name our work so that others know who it belongs to (<i>Computing</i>)</li> <li>• Through play, I can share and take turns and begin to compromise with adult support (<i>PSHE</i>)</li> <li>• Understand that people’s opinions can be different. (<i>English</i>)</li> <li>• To know my friends like different toys to me (<i>PSHE</i>)</li> </ul> <p>Relating to Safer Internet Day (<i>Computing</i>)</p> <ul style="list-style-type: none"> <li>• <b>To know you can say “no” when someone asks to you do something, in real life and online.</b></li> <li>• <b>Talk about how we use the internet to communicate and give examples.</b></li> <li>• <b>Understand the words “online” and “information” and identify ways information can be put on the internet.</b></li> <li>• <b>Describe how people can be unkind online and offer examples of how this might make us feel.</b></li> <li>• <b>Talk about how the internet can be used to find things out and talk about the devices we can use to do this.</b></li> <li>• <b>Explain rules to keep us safe when we are using technology.</b></li> <li>• <b>Give examples of personal information</b></li> <li>• <b>Give examples of trusted adults</b></li> </ul>



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### Physical Development

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



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### Literacy

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• Blend sounds into words to read short words made up of known letter-sounds correspondences</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic scheme</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capitals correctly.</li> <li>• <b>Spell words by identifying the sounds and then writing sound with letter/s.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To know what an illustrator is (<i>Art</i>)</li> <li>• Order a sequence of pictures (<i>English</i>)</li> <li>• <b>Write about a character from a story you know</b> (<i>English</i>)</li> <li>• <b>Learn the opening “Once upon a time” and the ending “happily ever after”, “finally”, and “in the end”.</b> (<i>English</i>)</li> <li>• <b>Draw speech bubbles with simple speech.</b> (<i>English</i>)</li> <li>• <b>Sequence pictures for stories and write simple captions</b> (<i>English</i>)</li> <li>• <b>Write a fact they have learnt.</b> (<i>English</i>)</li> </ul>

### Mathematics

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise</li> <li>• Link the number symbol (numeral) with its cardinal value</li> <li>• Compare numbers</li> <li>• Understand the “one more than / one less than” relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills</li> <li>• Continue, copy and create repeating patterns.</li> <li>• (Begin to) automatically recall number bonds for numbers 0-5.</li> <li>• <b>Compare length, weight and height</b></li> </ul>	<ul style="list-style-type: none"> <li>• Daily date and how many pupils are at school during morning registration (<i>Maths, Geography</i>)</li> <li>• Name the seasons; play and explore outside in all seasons. (<i>Maths, Geography</i>)</li> <li>• To know the days of the week (<i>Maths, History</i>)</li> <li>• To know the months of the year (<i>Maths</i>)</li> <li>• Begin to write numbers with the correct number formation (Now You See Us – Numberblocks – to support this) (<i>Maths</i>)</li> <li>• 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>)</li> <li>• <b>To understand and use positional language: above, below, next to, heavy, heavier, heaviest, light, lighter, lightest, long, longer, longest, short, shorter, shortest, tall, taller, tallest.</b> (<i>Maths</i>)</li> </ul>



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### Understanding the World

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past</li> <li>• Recognise that people have different beliefs and celebrate them in different ways.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel outside.</li> <li>• Recognise some environments are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Talking about people, events and past events.</li> <li>• <b>Compare and contrast characters from stories, including figures from the past.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Name types of dinosaurs and characteristics of dinosaurs</b> (<i>History</i>)</li> <li>• <b>Introduce the concept of the “past” being a long, long time ago</b> (<i>History</i>)</li> <li>• <b>Explore magnets through provision</b> (<i>Science</i>)</li> <li>• <b>Explore seasons – going on a winter walk</b> (<i>Geography, Maths</i>)</li> <li>• <b>Find answers to some simple questions about the past using parts of stories and other simple sources.</b> (<i>History</i>)</li> <li>• <b>Talking about events in the past (specifically, dinosaurs)</b> (<i>History</i>)</li> <li>• <b>Go on a seasons walk: Winter Walk</b> (<i>Geography, Maths</i>)</li> </ul>

### Expressive Arts and Design

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• Explore and use a variety of artistic effects to express their ideas and feelings.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively and move to music <b>and talk about music, expressing their feelings and responses.</b></li> <li>• Sing in a group, or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• <b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Role play different characters, including puppets, using different voices for characters. (<i>English</i>)</li> <li>• Explain what they have made <b>and</b> how it works. (<i>DT</i>)</li> <li>• Perform short poems, rhymes or songs as a group to their peers and familiar adults. (<i>Music</i>)</li> <li>• Sing a range of familiar songs (<i>Music</i>)</li> <li>• <b>Make up a character with a name</b> (<i>English</i>)</li> <li>• <b>Take One Picture: What is an artist?</b> (<i>Art</i>)</li> <li>• <b>Comparing artists: How are we different artists? What media / tools did you use?</b> (<i>Art</i>)</li> <li>• <b>Create a simple story that starts and ends in the same place.</b> (<i>English</i>)</li> </ul>