



The Greville Primary School – Year R Curriculum map 2026 - 27

	Autumn	Spring	Summer
Main Themes	Marvellous Me/ Colour My World/Amazing Animals/Christmas	People who help us/ Dinosaurs/ Transport	Come Outside!/Beyond the Sea/Looking forward
Characteristics of Effective Learning	Playing & Exploring – make independent choices, follow interests and respond to new experiences Active Learning – develop perseverance, resilience and sense of achievement Creating & Thinking Critically – develop problem solving skills, make links to past experiences		
Festivals/ Seasons	Harvest Diwali Remembrance Bonfire night Hanukah Christmas	New Year Chinese New Year Valentine's Day Holi Easter Mother's Day Eid	Haji Father's Day Ratha Yatra
Concept Vocabulary Tier 1 (School values vocabulary: respect, responsibility, resilience, kindness)	Transition vocabulary: classroom, lining up, dining room, office, medical room, teachers, continuous provision big, little, fat, dry, wet, noisy, quiet, loud, fast, slow, in, out, under, Behind, top, bottom,	long, short, tall, small, large, hard, soft, quick, through, near, between, side, front, back, over, around, next to, some, less, (a) bit, all, most, first, last, after, before, day, night, old, new, same, different, heavy	thick, thin, wide, narrow, shiny, rough, smooth, above, below, forwards, backwards, both, few, enough, half, whole, second, next, early, later, light, dark, light (weight), corner, straight, bendy, bigger, heavier, taller, longer, biggest, heaviest, tallest, longest
Vocabulary Tier 2	past, future, now, history, present, historical, timeline, change, different, same, seasons, nature, weather, map, scissors, cut, straight, curved, wavy draw, picture, detail, colour, mix, paint, brush, Harvest, feelings, angry, excited, nervous, sharing, taking turns, frightened, angry, stranger, scare, lonely, feelings, angry, upset, wedding, christening, Christmas, Hindu, Muslim, respect, Christian, Jewish, names, space, rules, travel, grown-up, adult,	climb, hop, spring, world, Easter, dream, job, healthy, exercise, clean, investigate, change, explore, tool, bounce, kick, roll, breathing	record, plan, repeat, freeze, direction, control, score, gentle, similar, rights, memories, creative, scientists, believe, century, argue, fall-out

PSED Circle time (Jigsaw) Small group activities Circle time	● <i>Zones of Regulation</i> ● <i>Being Me</i> ● <i>Celebrating Differences</i> ● 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 ● Bucket time whole class/small groups	● <i>Dreams and Goals</i> ● <i>Healthy Me</i> ● Express their feelings and consider the feelings of others. ● Think about the perspectives of others. ● Manage their own needs. • Personal hygiene ● Know and talk about the different factors that support their overall health and wellbeing:	● <i>Relationships</i> ● <i>Changing Me</i> ● Show resilience and perseverance in the face of challenge ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ● Explain the reasons for rules, know right from wrong and try to behave accordingly. ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ● Work and play cooperatively and take turns with others. ● Form positive attachments to adults and friendships with peers. ● Show sensitivity to their own and to others' needs.
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Communication and Language	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Develop social phrases. • Engage in story times • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Engage in non-fiction books.	• Use new vocabulary through 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 • Describe events in some detail. • Learn rhymes, poems and songs.	• Connect one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,
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			with modelling and support from their teacher.			
Physical Development	Gymnastics/Dance Fundamental skills 1 Write dance Playdough Disco	Gymnastics/Dance Fundamental skills 2 Write dance Playdough Disco	Ball skills 1 Gym apparatus Playdough Disco	Ball skills 2 Pilates/Yoga Playdough	Games unit 1 Athletics Mile Run	Games unit 2 Dance unit 2 Mile Run
	- 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. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - Combine different movements with ease and fluency.		- Progress towards a more fluent style of moving, with developing control and grace - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball		- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Develop the overall body strength, coordination, balance and agility needed to engage in future PE sessions and other physical - Develop overall body-strength, balance, coordination and agility. - Develop the foundations of a handwriting style which is fast, accurate and efficient - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	

			● Use a range of small tools, including scissors, paintbrushes and cutlery. ● Begin to show accuracy and care when drawing.
Mathematics	Mastery Number	Mastery Number	Mastery Number
	● Count objects, actions and sounds. ● Subitise ● Link the number symbol (numeral) with its cardinal number value ● Continue, copy and create repeating patterns ● <i>Identify shapes</i> ● <i>Sorting</i> ● Using positional language	● Compare numbers ● Understand the 'one more than/one less than' relationship between consecutive numbers. ● Explore composition of numbers to 10 ● Select, rotate and manipulate shapes to develop spatial reasoning skills ● Continue, copy and create repeating patterns ● Compare length, weight and capacity ● Sorting ● Count beyond ten ● Using positional language	● Explore the composition of numbers to 10 ● Select, rotate and manipulate shapes to develop spatial reasoning skills ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can ● Compare length, weight and capacity ● Using positional language ● Sharing and grouping ● Introduction of mathematical symbols ● Have a deep understanding of number to 10, including the composition of each number. ● Subitise (recognise quantities without counting) up to 5. ● Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ● Verbally count beyond 20, recognising the pattern of the counting system. ● Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ● Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Literacy	<i>Read Write Inc.</i> Speed sound sessions, whole class – set 1 sounds		<i>Read Write Inc.</i> Speed sound sessions, whole class – set 1 sounds		<i>Read Write Inc.</i> Speed sound sessions, chn grouped into smaller groups Focus on blending and segmenting Set 2 sounds		<i>Read Write Inc.</i> Speed sound sessions, chn grouped into smaller groups Focus on blending and segmenting Set 2 sounds		<i>Read Write Inc.</i> Speed sound sessions, chn grouped into smaller groups Focus on blending and segmenting Set 2 sounds		<i>Read Write Inc.</i> Speed sound sessions, chn grouped into smaller groups Focus on blending and segmenting Set 3 sounds	
	Talk for writing texts: Elmer	Talk for writing texts: Brown Bear Brown Bear what do you see?	Talk for writing texts: Little Red Hen	Talk for writing texts: Zog and the Flying Doctors	Talk for writing texts: How do dinosaurs say good night	Talk for writing texts: The Naughty Bus	Talk for writing texts: What the Ladybird heard	Talk for writing texts: Ten little dinosaurs	Talk for writing texts: The Koala who could			
	- Read individual letters by saying the sounds for them. - Write individual letters mostly formed correctly			- Blend sounds into words, so that they can read short words made up of known letters– sound 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 programme. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Spell words by identifying the sounds and then writing the letters			- Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. - Form lower-case and capital letters correctly. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.					

			● Say a sound for each letter in the alphabet and at least 10 digraphs. ● Read words consistent with their phonic knowledge by sound-blending. ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ● Write recognisable letters, most of which are correctly formed. ● Spell words by identifying sounds in them and representing the sounds with a letter or letters. ● Write simple phrases and sentences that can be read by others.
Knowledge and Understanding of the World	● Talk about members of their immediate family and community ● Comment on images of familiar situations in the past. ● Sort and classify everyday materials. ● Compare and contrast characters from stories, including figures from the past ● Understand that some places are special to members of their community. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Understand the effect of changing seasons on the natural world around them. ● Who am I and where do I belong? ● Why do we have celebrations? ● Identify common animals and humans and label.	● Name and describe people who are familiar to them ● Compare and contrast characters from stories, including figures from the past ● Draw information from a simple map ● Recognise some similarities and differences between life in this country and life in other countries ● Recognise some environments that are different from the one in which they live. ● Understand the effect of changing seasons on the natural world around them. ● What makes a place special? ● What can we learn from stories? ● Draw information from a simple map	● Grow a plant and understand what is needed for it to grow. ● Identify changes in the natural world ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Understand the effect of changing seasons on the natural world around them. ● What makes something special? ● What makes our world wonderful? ● Talk about the lives of the people around them and their roles in society. ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ● Understand the past through settings, characters and events encountered in books read in class and storytelling. ● Describe their immediate environment using knowledge from observation,

			discussion, stories, non-fiction texts and maps. ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ● Explore the natural world around them, making observations and drawing pictures of animals and plants. ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive arts and Design	● Explore, use and refine a variety of artistic effects ● to express their ideas and feelings. ● Watch and talk about dance and performance art, expressing their feelings and responses. ● Develop storylines in their pretend play	● Explore, use and refine a variety of artistic effects ● Return to and build on their previous learning, ● refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Sing in a group or on their own, increasingly matching the pitch and following the melody	● Explore, use and refine a variety of artistic effects ● Explore and engage in music making and dance, performing solo or in groups. ● Listen attentively, move to and talk about music, ● expressing their feelings and responses. ● Return to and build on their previous learning, ● refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills.

			● Sing in a group or on their own, increasingly matching the pitch and following the melody. ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Share their creations, explaining the process they have used. ● Make use of props and materials when role playing characters in narratives and stories. ● Invent, adapt and recount narratives and stories with peers and their teacher. ● Sing a range of well-known nursery rhymes and songs. ● Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music
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