



Curriculum mapping 2026-2027 – Year R

	Science	History / Geography	Art / DT	Music	Computing	PE	RE	RHSE	British Values
Autumn 1 What Do I Know About Me?	Know that there are similarities and differences between families and people. Know some of the things that I have common with my friends and if there is anything that can be celebrated as making me unique within this class.	Use the past tense to talk about my personal history. Know and be able to name some of the ways in which the past was different from the present based on my experience of reading books. (History) Know that family members may live in different places around the world and use maps to find those places. (Geography) Local area: construct a mental map of the school grounds using the key features I identified whilst walking around the grounds. (Local Area / Geography)	Explore how colours can be combined to create new colours. (Art) Explore how materials can be combined using resources such as glue and Sellotape. (Art) Focus Artist: Painter Hervé Tullet	The heartbeat in music: keeping the beat • Pass the teddy • Cobbler, cobbler • Penguins Move to music. Explore different actions. Feel the steady beat. Mark the beat at differing speeds (body percussion).	Know how to stay safe on the Internet. Begin to use a mouse with control. Use iPad and PCs to access other curriculum areas.	Know what can I do with my body. Know how to find a space and use small equipment. Explore ways of moving – different parts of the body and at different speeds. Basic skills – dressing independently, going to the toilet independently, travelling around the school safely and managing the lunchtime routine safely.	Festivals and Celebrations This theme includes rules for living in harmony, consideration for others and consideration of one's own actions. It explores how religions are different and yet have similarities as well. It explores the idea of respecting everyone whatever their beliefs.	Know what I like and don't like. Name and talk about my feelings. Know the classroom rules and routines – what it means to be gentle. Know that I have rights and responsibilities.	Know that Democracy means that we all get one choice (vote) when big decisions are made.
Autumn 2 Why Are There Leaves on the Floor?	Begin to understand growth and decay and changes over time such as decaying leaves becoming leaf litter and fruit seeds growing into trees. Begin to understand some important processes including seasons and changing states of matter such as water freezing into ice.	Begin to understand the recent past through my experiences of the seasons, using calendars, and observing the New Year's celebrations in London. (History) Identify some similarities and differences between contrasting environments. (Geography) Local area: observe, identify, describe and record signs of seasonal change on the school grounds. (Local Area / Geography)	Use fallen Autumn leaves collected from the school grounds to create leaf art. Follow a recipe to bake Pumpkin Scones for afternoon tea (D.T.) Focus Artist: Painter Rachel Jones	Instrument handling: exploration of percussion instruments Move to music.. Respond to music by drawing.	Begin to use a mouse with control. Use iPad and PCs to access other curriculum areas. Understand how to programme a BeeBot.	Know how to jump and land with control. Begin to develop balancing skills in order to progress onto bench work. Continuing to explore different ways of moving – different parts of the body and at different speeds. Continuing to work on the basic skills involving in self-care – dressing independently, going to the toilet independently, travelling around the school safely and managing the lunchtime routine safely.		Know the ways in which we can celebrate people's difference such as if they have a special talent, are special / unique in some way, and different types of family. Knowing how to make friends. Knowing how to stand up for yourself appropriately.	Know that the Rule of Law means that adults have rules just like children do in school.
Spring 1 What Does it Mean to be Famous?	Explain the difference between the real world and the imaginary world of stories. Use scientific thinking and experiments to investigate story ideas such as "can you feel a pea through a mattress?"	Know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. (History) Describe my immediate environment using knowledge from observation, discussion, stories, information books. Know some similarities and differences between contrasting environments drawing on what has been read in class. (Geography) Local area: create plan of my learning environment. (Local Area / Geography)	Design and make props and backdrops for story photoshoots (D.T.) Focus Artist: Painter Chris Ofili	Musical contrasts: loud/quiet & fast/slow Use the voice in different ways. Echo sing. Use the voice expressively (dynamics).	Know how to stay safe on the Internet. Begin to use a mouse with control. Use iPad and PCs to access other curriculum areas.	Know how to maintain good balance and stance whilst standing still and travelling.	Growing together This theme includes rules for living in harmony, consideration for others and consideration of one's own actions. It explores how religions are different and yet have similarities as well. It explores the idea of respecting everyone whatever their beliefs.	Know how approach a challenge. How to persevere when faced with a particularly difficult challenge. Know how and when I have set a goal for myself. Know what do I do if I get stuck. Know how I can help myself when I am stuck and who can I ask for help. Knowing what to do when I achieve what I set out to do.	Know that Individual Liberty means that we are free to do what we want to do as long as we don't hurt anyone else.



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Spring 2 Who Are the People that Help Us?	Know how can I think and talk like a Scientist through the experience of conducting a range of experiments.	Consider how the roles of people in society have changed over time. (History) Consider how people impact on the environment and how the environment impacts on people. (Geography) Local area: use map to see where we can find people who help us (hospitals, fire stations etc.) (Local Area and Geography)	Use knowledge of shape, maps and emergency vehicles to create my own maps and emergency vehicle pictures. (Art) Focus Artist: Architect Antoni Gaudi	Finding the singing voice: song structure Use the voice in different ways. Echo sing. Use the voice expressively (dynamics).	Know how to stay safe on the Internet. Begin to use a mouse with control. Use iPad and PCs to access other curriculum areas. Recognise capital letters on the keyboard.	Know how control a ball when in a static position. Basic skills – hold a counter balance with a partner. Begin to know how to use the Trim Trail safely.		Know how to keep myself healthy through – exercise, healthy eating, good sleep routine, keeping myself clean and safe.	Know that Individual Liberty means that we are free to do what we want to do as long as we don't hurt anyone else.
Summer 1 Why is Our World So Amazing?	Begin to consider how environments change over time. Know some similarities and differences between the insects in contrasting environments drawing on what has been read in class.	Consider how animals evolve over time to adapt to their environments based on my experience of reading books about Charles Darwin. (History) Use maps to explore where in the world different types of minibeasts can be found. (Geography) Local area: Use a map of our school grounds to record where we found minibeasts. (Local Area and Geography)	Use a range of pencils and strong concentration and observational skills to draw accurate pictures of flowers and minibeasts. (Art) Focus Artist: Sculptor Louise Bourgeois	High and low sounds Perform cumulative songs with actions. Sing call & response songs.	Know how to stay safe on the Internet. Begin to use a mouse with control. Use iPad and PCs to access other curriculum areas. Recognise capital letters on the keyboard.	Know how to collaborate in team games and races. Begin to know how to use the Trim Trail safely.	Caring and Taking Care This theme will cover several different Creation stories to ensure that the children have opportunities to recognise their home beliefs reflected in school. Different Creation stories will be focused on reflecting the faith make-up of the class. This topic will include the Scientific theories about how the World came into being. Children will explore the local environment and how to care for it. They will also explore people who care for each other including those in caring professions and faith leaders.	Know how to make friends. Understand what to do if someone doesn't want to be friends with me anymore. Consider what to do if I fall out with a friend. Know how to deal with bullying. Know how to be a good friend.	Mutual Respect and Tolerance for Diversity Know how to show respect for all and celebrate difference
Summer 2 Where do Fairy Tales Come from?	Explain the difference between the real world and the imaginary world of stories. Begin to understand some important processes including seasons and changing states of matter such as water evaporating to form clouds.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Use the a past tense to describe historical aspects of stories. (History) Know some similarities and differences between contrasting environments drawing on what has been read in class. (Geography) Local area: Know how to care for our immediate environment by looking after the school grounds. (Local Area, Geography)	Consider how to design and create storytelling puppets (D.T.) Focus Artist: Sculptor Rachel Whiteread	Musical stories: incorporating instruments Use instruments to accompany singing. Perform independently of other groups. Incorporate elements of music learnt for a performance piece. Perform with enjoyment and confidence.	Know how to stay safe on the Internet. Begin to use a mouse with control. Use iPad and PCs to access other curriculum areas. Recognise capital letters on the keyboard.	Know how to control a ball during chasing games. Know how to collaborate in team games and races in preparation for Sports Day. Begin to know how to use the Trim Trail safely.		Changing Me: Know what my body can do. Know how to respect my body. Begin to understand how my body will change as I grow up. Know how to manage feelings of fear and not get overwhelmed by changes of routine even when they are fun and celebrations.	Mutual Respect and Tolerance for Diversity Know how to show respect for all and celebrate difference.