



PHASE YEAR GROUP: Barrier Reef Early Years/Year1

LONG TERM PLAN

ACADEMIC YEAR 2026/2027



	AUTUMN (8 + 7)		SPRING (6 + 6)		SUMMER (6 + 7)	
TOPIC	Terrific Tales	Magic Moments	Frozen Worlds	Wild Things	A Bugs Life	Underwater Worlds
Threshold Concept	Cultural Capital: -In School Theatre Visit -Pegasus Theatre -Church visit -Nativity Performance		Cultural Capital: -Oxford Ice Rink -Mother's Day Tea (Reception) - Wild Rumpus- Easter Egg Hunt -Easter Bonnet Parade		Cultural Capital: -Dad's Lego Building Session -G&D's Ice cream shop visit -Caterpillars -Natural History Museum Bugs Bonanza and Bugs and their Habitats Workshop -Legoland Trip -Brownsea Island(year 1)	
	Understanding of the World:	Understanding of the World:	Understanding of the World:	Understanding of the World:	Understanding of the World:	Understanding of the World:
	Preschool History Past and Present -How have things changed? What is different?	Preschool History Past and present Compare and contrast Characters from stories including figures from the past Who was Guy Fawkes? What is Bonfire Night? Remembrance Who do we remember and why?	Preschool Geography The Natural World/ People Culture and Communities -Frozen Places - Arctic - looking at maps, where are the cold places? -Compare Oxford with Antarctica	Preschool Geography People Culture and Communities -look closely at maps and make maps using own ideas -Describe own environment History Past and Present Comment on images of familiar situations in the past - through stories and discussions develop an understanding of own history	Preschool Geography The Natural World Explore the Natural world around them -Where are the minibeasts hiding?	Preschool Geography The Natural World/People Culture and Communities -Compare and contrast Oxford with coastal town/city - make observations and drawings



	Reception History Past and Present -How have things changed? What is different? To Comment on images of familiar situations in the past looking at pictures and stories from traditional tales, explaining similarities and differences.	Reception History Past and present Compare and contrast Characters from stories including figures from the past Who was Guy Fawkes? What is Bonfire Night? Remembrance	Reception Geography The Natural World/ People Culture and Communities -Frozen Places - Arctic - looking at maps, where are the cold places?	Reception Geography People Culture and Communities -look closely at maps and make maps using own ideas -Describe own environment History	Reception Geography The Natural World Explore the Natural world around them -Where are the minibeasts hiding?	Reception Geography The Natural World/People Culture and Communities Recognise some environments that are different from the one in which they live -Compare and contrast Oxford with coastal town/city
	-Curiosity Cube Compare and contrast characters from stories -Frequently sharing texts, images and telling oral stories to develop an understanding of the past and present -Drawing Club - Children talk about characters in stories and explore common themes.	Who do we remember and why?	Recognise some environments that are different from the one in which they live -Compare Oxford with Antarctica	Past and Present Comment on images of familiar situations in the past - through stories and discussions develop an understanding of own history		- make observations and drawings



	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	Mantel of the Expert	History - Geography	Geography TC - To investigate places	Geography	History	Geography
	History	Remembrance Guy Fawkes/ Remembrance Day	Geography TC - To investigate places	TC – Investigate Places • Investigate Patterns • Communicate Geographically	TC: Investigate and Interpret the Past Understand Chronology Build an Overview of World History Communicate Historically	TC - : To investigate places
	TC – To investigate and interpret the past / To communicate historically	TC Understand chronology	Ask and answer simple geographical questions about polar places.	Where do wild things live? How are different parts of our school grounds used? What geographical patterns can we discover? Investigate local habitats through fieldwork, surveys, maps, keys and compass directions to compare environments and communicate geographical findings.	Who has helped us understand and care for the natural world? Become historians in the Oxford Heritage Discovery Team, investigating historical evidence to uncover the stories of significant individuals, sequence their contributions through time and curate a museum exhibition explaining why their legacies still matter today.	Why do so many people love the coast? Where are the UK's countries, capitals and surrounding seas? How is a coastal place different from Oxford? Use atlases, maps, keys, compass directions and fieldwork to investigate and communicate geographical understanding.
	Do traditional tales show us what life was really like in the past? How do historians find out about the past? Can stories help us understand history?	Which moments in our lives came first, next and last? How have we changed over time? Create personal timelines using older, newer, before and after.	Use maps, globes and atlases to locate the Arctic and Antarctica.			
	Mantle of the Expert Unit – Once Upon a Time... Story or History?	TC Communicate historically	Identify key features of cold environments and compare them with Oxford.			
	Historical Sources – To investigate and interpret the past	Why are some moments worth remembering? What can photographs, objects and memories tell us? Recount important events using chronological vocabulary, captions and simple explanations.	Describe similarities and differences between local and polar regions.			
	Investigate artefacts, photographs and illustrations to ask questions, compare evidence and learn about the past.	TC Investigate places	Use simple fieldwork to observe and talk about seasonal weather patterns.			
	Representations of the Past – To communicate historically	Where did these important moments happen? What can we discover through fieldwork, photographs and aerial views? Identify familiar places, landmarks and routes around the school.	Use geographical vocabulary to describe places and features.			
	Compare traditional tales with historical evidence, recognising that stories represent the past and communicating evidencebased conclusions.	TC Communicate geographically	Recognise that different environments exist around the world			
		How can we show where moments happened? Create simple maps using symbols, keys, positional language and geographical vocabulary to describe familiar places and routes.	TC- To Investigate Patterns			
			Patterns similarities/differences between Oxford and Antarctica.			



	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design	Expressive Arts and Design
	Preschool Art painting- using tools and techniques to explore colour, printing, patterns and designs Design and Technology -Collaboratively design and make a chair for Baby Bear. learning different techniques for joining materials. - Create a Gingerbread man character, learning how to create moveable parts with split pins Cooking- following instructions to make porridge Decorating Gingerbread men	Preschool Art -Develop colour-mixing techniques -wax relief paintings and combining salt with watercolours and Brusho inks -Observational drawing of the inside of pumpkins -Exploring drawing with pastels in the style of Korky Paul Access Art Wax relief children are introduced to the magic of creating invisible wax lines which are then made to appear on the page with watercolour Design and Technology -To make mini Christmas cakes	Preschool Art -Painting with ice -Collaging -Exploring the power of creativity Newspaper heads	Preschool Art Developing painting techniques- Create own monster by blowing Brusho inks Exploring Clay to create monsters and 3D maps Exploring the power of creativity -Drawing by torchlight developing skills in using charcoal and exploring light and dark. Using children's toys -Making Finger puppets and creating puppet shows	Preschool Art -Digital Media Taking closeup photos of insects (Micro sculpture) Creating Clay insects Exploring the power of creativity - Spiral snails Minibeast artwork Design and Technology -Making giant jam sandwiches	Preschool Art Observational drawing of shells using pastels, paint, charcoal Taking underwater photos Exploring the power of creativity- Exploring spirals Plasticine Printmaking Marbling Design and Technology -Making ice cream -Sewing making felt fish -Making paper boats -Making 3D shells



	Reception Art To Explore, Use and refine a variety of artistic effects to express their ideas and feelings painting- using tools and techniques to explore colour, printing, patterns and designs DT TC- Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Collaboratively design and make a chair for Baby Bear.	Reception Art To Explore, Use and refine a variety of artistic effects to express their ideas and feelings -Develop colour-mixing techniques -wax relief paintings and combining salt with watercolours and Brusho inks -Observational drawing of the inside of pumpkins -Exploring drawing with pastels in the style of Korky Paul	Reception Art To Explore, Use and refine a variety of artistic effects to express their ideas and feelings -Painting with ice -Collaging -Exploring the power of creativity Newspaper heads	Reception Art To Explore, Use and refine a variety of artistic effects to express their ideas and feelings Developing painting techniques- Create own monster by blowing Brusho inks Exploring Clay to create monsters and 3D maps Exploring the power of creativity -Drawing by torchlight	Reception Art -Digital Media Taking closeup photos of insects (Micro sculpture) Creating Clay insects Exploring the power of creativity - Spiral snails Minibeast artwork Design and Technology Create collaboratively, sharing ideas, resources and skills -Making giant jam sandwiches	Reception Art To Explore, Use and refine a variety of artistic effects to express their ideas and feelings Observational drawing of shells using pastels, paint, charcoal Taking underwater photos Exploring the power of creativity- Exploring spirals Plasticine Printmaking Marbling Design and Technology
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	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	Art TC – To master techniques (Drawing) How do illustrators bring stories to life? Explore and collect inspiration before creating detailed illustrations for traditional tales through drawing, observation and experimentation. Draw & Explore - Access Art	DT TC – To master practical skills How can we make celebrations move? Design, make and evaluate moving celebration cards using slider mechanisms for a real purpose. Slider Mechanisms 1.5	Art TC – To master techniques (Painting) How do artists show freezing weather? Explore colour, texture and brushstrokes to create expressive Arctic landscapes inspired by weather and atmosphere.	DT TC – To master practical skills How can we design the perfect explorer's snack? Design, make and evaluate a healthy portable snack for a wildlife explorer.	Art TC – To master techniques (Printmaking) How can nature inspire printmaking? Explore texture, pattern and repetition to create relief prints inspired by insects, plants and natural materials. Simple Print Making	DT TC – To master practical skills How can we help protect our coastline? Design and build a wheeled vehicle to help marine scientists explore and care for coastal environments.
ENGLISH (linked with current term's topic where possible)	Non-Fiction- Feelings (PSE Self Regulation) Seasons (Understanding of the World)	Non-Fiction Guy Fawkes Diwali/Celebrations/Festivals Christmas (Understanding of the World-History/RE)	Non-Fiction Antarctica Arctic Animals (Understanding of the World-Geography, Science) (L/C&L Fact writing)	Non-Fiction Tree Maps (Understanding of the World-Geography, Science)	Non-Fiction Big Book of Bugs All about Minibeasts (Understanding of the World-Science)	Non-Fiction What a shell can tell What a Waste (Understanding of the WorldGeography, Science)
	Narrative Golden Rules (Miss Beanie) (PSE- Self regulation) Leafman Sweep (UW) DC- Goldilocks and The Three Bears The Magic Porridge Pot	Narrative The Best Diwali Ever (UW-RE) Last Stop on Market Place Winnie the Witch The Magic Bed Leon and the Place Between	Narrative DC- Be brave Little Penguin DC- Lost and Found DC- Penguin (L/C&L,UW)	Narrative DC- Where the Wild Things Are Not Now Bernard Billy and the Beast The Hairy Toe Once There Were Giants (L/C&L-Character/setting descriptions)	Narrative The Very Busy Spider and other Eric Carle stories Bug Fact files DC-Superworm DC- Doug the bug DC- The Giant jam Sandwich	Narrative Flotsam Only One You The Fish Who Could Wish Fidgety Fish The Odd Fish Somebody Swallowed Stanley



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	The Gingerbread Man Hansel and Gretel Rapunzel (L/C&L-Traditional Tales)	The Lights That Dance In The Night DC- Room on The Broom What's in the Witches Kitchen? A Dark Dark Tale (L/C&L- Character/setting descriptions) Rascally Cake (L/C&L-writing lists) The Christmas Story (UW/RE)			(C/C&L- Fact/Instruction writing/UW)	(L/C&L- Character/setting, poetry writing UW)
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	Songs/Poetry Hello song Days of the week Chop, Chop Shoes Leaves are Falling Basket of Apples (C&L)	Poetry Hello song Days of the week Nativity Songs Remember, Remember Nativity Songs Pointy Hat 5 little pumpkins Mice (C&L EAD)	Poetry Hello song Days of the week Let's put on our Mittens I can build a snowman Carrot Nose Popcorn Pancakes (C&L UW)	Poetry Hello song Days of the week Monster Shuffle Furry Furry Squirrel Hungry Birdies Stepping Stones Little seed Thunderstorm Dance (C&L L)	Poetry Hello song Days of the week Ugly Bug Ball If I were so very Small Under a stone I have a little frog (C&L UW)	Poetry Hello song Days of the week The Sound Collector Seaside A little shell Pitter Patter Rockpool 5 Peas (C&L UW)
Communication and Language	Pre-School NELI Pre-school Assessments	Pre-School NELI programme and intervention	Pre-School NELI programme and intervention	Pre-School NELI programme and intervention	Pre-School NELI programme and intervention	Pre-School NELI Pre-school Assessments
Reading/Book Talk Focus/Class Text	Ladybird Traditional Tales The Stinky Cheeseman	The Magic Bed The Lights That Danced in the Night Leon and the Places Between Korky Paul Stories Room on The Broom Rascally Cake	Be Brave Little Penguin Penguin	Where the Wild Things Are	The Very Busy Spider	Flotsam
Year 1 English	Little Red by Bethan Woollvin Drawing Club	The Magic Paintbrush by Julia Donaldson Curious Quests	The Journey Home Curious Quests	The Tin Forest by Helen Ward and Wayne Anderson Curious Quests	CLPE The Extraordinary Gardener	CLPE The Secret of Black Rock by Joe Todd-Stanton
SPAG	Capital letters, full stops to demarcate sentences and for names and personal I	Continue joining words and clauses. Sequencing sentences to form short narratives.	Demarcate using question marks Adding suffixes where no change is needed e.g. ing ed est	Demarcate using question marks Adding suffixes where no change is needed eg ing ed est	Demarcate using exclamation marks Regular plural noun suffixes -s or -es	Demarcate different sentences using a variety of punctuation How the prefix 'un' changes the meaning of verbs and adjectives.



	Begin joining words and clauses with 'and'.					
Phonics Children in Reception will access daily phonics sessions following the Read Write Inc programme in groups which are specifically targeted to their ability. Assessments will be carried out every 6 weeks to ensure that children can progress through the programme effectively. Children will develop the skills to be able to write a sentence independently.	Preschool Letters and Sounds – Aspect 1-7 Environment Sounds Instrumental Sounds Body Percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting	Preschool Letters and Sounds – Aspect 1-7 Environment Sounds Instrumental Sounds Body Percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting	Preschool Letters and Sounds – Aspect 1-7 Environment Sounds Instrumental Sounds Body Percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting	Preschool Letters and Sounds – Aspect 1-7 Environment Sounds Instrumental Sounds Body Percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting	Preschool Letters and Sounds – Aspect 1-7 Environment Sounds Instrumental Sounds Body Percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting	Preschool Read, Write Inc Phase 1 Using Fred talk to consolidate learnt sounds and begin to explore writing letters using the phrases - 1 sound a week.
	Reception Letters and Sounds games Fred Games Set 1 sound Fred Talk Word Time 1.1-1.3	Reception Set 1/ 2 Sounds Fred Talk Word Time 1.1-1.5 CV/VC/CVC blending Alien Words Red Words	Reception Set 1/2 Sounds Word Time 1.1-1.7 CVC CVCV words blending-Fred Talk/Fred Fingers Alien words Red words RWinc Ditty sheets and Red Ditty Books Reading comprehension-Book talk Sentence writing- Hold a sentence	Reception Set 2 Sounds revisit Word Time CVC, CVCV words Blending- Fred in head, Fred Talk, Fred Fingers Alien Words Red words RWinc Ditty Books/Green Books Reading comprehension Hold a sentence Sentence building Book Talk	Reception Set 2 sounds Word Time CVC, CVCV words Blending- Fred in head, Fred Talk, Fred Fingers Alien Words Red words RWinc Ditty Books/Green Books/Purple Books Reading comprehension Hold a sentence Sentence building Book Talk	Reception Set 2 sounds Word Time CVC, CVCV words Blending- Fred in head, Fred Talk, Fred Fingers Alien Words Red words RWinc Ditty Books/Green Books/Purple Books Reading comprehension Hold a sentence Sentence building Book Talk



	Year 1 Revisit Set 1 sounds and secure speedy recognition. Begin/continue learning Set 2 sounds. Blend sounds confidently to read simple words. Read short storybooks with increasing fluency. (Green/Purple level) Practise Fred Talk for reading and spelling. Form letters correctly and begin simple sentence writing. Build confidence in segmenting words for spelling.	Year 1 Secure all Set 2 sounds and begin introducing Set 3 sounds for some pupils. Read longer words using special friends and Fred in your head. Increase fluency and expression when reading storybooks. (Purple/Pink level) Answer simple comprehension questions about texts. Spell words containing Set 2 sounds accurately.	Year 1 Continue learning and revising Set 3 sounds. Read Pink/Orange level books (depending on group progress). Develop reading fluency, accuracy, and phrasing. Read unfamiliar words using taught sounds confidently. Write sentences with conjunctions such as "and" or "because". Spell common exception words alongside phonics patterns. Improve handwriting size and consistency.	Year 1 Secure Set 3 sounds and alternative graphemes. Read Orange/Yellow level books Read with increased pace and expression. Begin reading more independently without sounding out every word. Use punctuation when reading aloud. Write short sequences of sentences linked to a topic or story. Apply phonics knowledge consistently in spelling.	Year 1 Consolidate all Set 1–3 sounds. Focus heavily on phonics screening preparation. Read alien/nonsense words confidently. Improve automatic word recognition and fluency Read Yellow Books. Spell multisyllabic and more complex words using phonics knowledge. Write with greater independence and stamina. Use capital letters, full stops, question marks, and conjunctions correctly.	Year 1 Complete phonics screening check revision and support. Consolidate fluency and comprehension skills. Transition from learning to read towards reading to learn. Read Yellow/Blue level Books Read longer texts with confidence and understanding. Apply spelling patterns independently in writing. Produce short pieces of independent writing with clear sequencing.
	Develop routines for partner reading and oral rehearsal.	Write simple sentences using capital letters and full stops. Begin to edit writing with adult support. Build stamina for independent reading and writing tasks.	Strengthen comprehension through prediction and retrieval questions.	Re-read writing to check for sense and punctuation. Prepare pupils for the Year 1 Phonics Screening Check through daily practice.	Deepen comprehension through discussion and inference.	Strengthen vocabulary and spoken language skills. Prepare pupils for transition into Year 2 expectations and reading groups.



MATHS White Rose/EY Maths lesson input	Preschool					
	Preschool	Preschool	Preschool	Preschool	Preschool	Preschool
	-Exploring colours -Matching, naming colours -Finding a matching pair -Exploring items that are the same and different - Sorting objects by colour, shape and size - Exploring the numeral 1: identifying, subitising, counting - Developing 1-1 correspondence - Developing counting skill and technique	-Exploring AB colour patterns -Extending AB colour patterns -Copying AB movement patterns -Creating AB movement patterns -Fixing patterns -Consolidating the numbers 1 and 2. - Counting to 1 and 2. -Subitising - Patterns -Sorting rules and colours	- Identifying the numerals 3, 4, 5 - Subitising - Counting - Developing 1-1 correspondence -Developing counting skill and technique	- Identifying the numeral 6 - Subitising 6 - Counting 123456 - Developing 1-1 correspondence -Developing counting skill and technique - Introduction to length and height -Introduction to measurement related vocabulary - Introduction to capacity and capacity related vocabulary -Consolidating number 6, length, weight and capacity	-Learning the days of the week - Learning the routine -Sequencing the day and activities - Learning to use positional language correctly. - Understanding positional language. - Adding one more -Taking one away -Ordering numerals to 5 -Estimating -Exploring 2D shapes -Naming 2D shapes - Using shapes to build pictures -Exploring 3D shapes -Naming 3D shapes	-Comparing more and less - Counting amounts - Ordering numerals to 5 - Building and splitting numbers in different ways -Children developing an indepth understanding of which number comes next 1-5. -Children develop an indepth understanding of which number comes before 0-5. - Consolidating and securing the understanding of the numbers 1-5. - Consolidating prior knowledge -Getting ready for Reception



	Reception Number and place value Addition and subtraction within 10- sorting Getting to know me Noticing/ Subitising/ five frames Just Like Me- Sorting, comparing, patterns It's Me 1,2,3	Reception Place value Geometry It's Me 1,2,3- Amounts, Counting, More, Fewer, Shape, Positional Language Light and Dark, 4 and 5, More Less, Shapes, Time Subitise Five Frames	Reception Addition and subtraction to 5 Place value numbers to 10 Alive in 5- One less, How Many, Composition, Comparing, equal/unequal Number bonds to five Growing 6,7,8- Composition, sorting, Matching, 1 more/less Ten Frames Pairs, combining groups, Adding More	Reception Addition and subtraction to 10 Measurement Building 9 & 10- Representing and Sorting, Ordering numerals to 10 Composition, Counting back, Comparing, Making 3D shapes- building/matching, making, printing, pattern Number bonds to ten	Reception Counting on and back - Addition and subtraction Place value numbers to 20. . To 20 and Beyond- Number Patterns, matching picture to numeral Ten Frames Estimating, Subtraction, Ordering Numbers, Missing numbers, Matching	Reception Numerical patterns Consolidation Find My Pattern- Doubling, Sharing, Grouping, Even and Odd On The Move-Problem Solving, Patterns, making maps, making mazes
			Comparing Height/Length Days of the Week, Measuring		First, Then Now-Counting on, adding more, taking away, shape making	



	Year 1 Place Value (within 10) Count forwards and backwards within 10. Recognise, read, and write numbers to 10. Compare groups and numbers. Find one more and one less. Understand the value of each digit. Addition and Subtraction (within 10) Use part-whole models. Write addition and subtraction number sentences. Find number bonds within 10. Solve simple problems practically and pictorially. Shape Recognise and name 2D and 3D shapes. Sort and describe shapes. Make patterns with shapes.	Year 1 Addition and Subtraction (within 10) Continue building fluency with addition and subtraction facts. Explore fact families. Compare number sentences. Solve missing number problems. Place Value (within 20) Count and order numbers to 20. Understand teen numbers as ten and ones. Compare and represent numbers within 20.	Year 1 Addition and Subtraction (within 20) Add by counting on. Subtract by counting back and finding the difference. Use number lines and practical equipment. Developmental calculation strategies. Place Value (within 20) Secure understanding of tens and ones. Compare and order numbers. Use place value charts and representations. Length and Height Compare and measure length and height. Use vocabulary such as longer, shorter, taller. Mass and Volume Compare mass and capacity. Use language such as heavier, lighter, full, empty.	Year 1 Multiplication and Division Count in 2s, 5s, and 10s. Make equal groups. Explore sharing and grouping practically. Introduce arrays informally. Fractions Recognise and find halves. Recognise and find quarters. Understand equal parts. Position and Direction Describe position. Use left, right, forwards, backwards. Describe turns including quarter and half turns.	Year 1 Place Value (within 50) Count forwards and backwards to 50. Partition into tens and ones. Compare and order numbers. Count in multiples of 2, 5, and 10. Money Recognise coins and notes. Count money. Compare amounts. Solve simple money problems. Time Sequence events in order. Recognise days of the week and months of the year. Tell the time to o'clock and half past.	Year 1 Place Value (within 100) Count to and across 100. Compare and order numbers within 100. Understand tens and ones in larger numbers. Measurement Compare and measure length, mass, and capacity. Apply measurement skills in practical contexts. Consolidation Revisit addition, subtraction, multiplication, division, fractions, and shape. Develop fluency and reasoning skills. Apply maths learning independently in problem-solving activities.
Understanding of the World (SCIENCE)	Pre-School The Natural World Explore the natural world around them	Pre-School The Natural World Explore the natural world around them	Pre-School The Natural World Describe what they see, hear and feel whilst outside	Pre-School The Natural World Explore the natural world around them	Pre-School The Natural World Describe what they see, hear and feel whilst outside	Pre-School The Natural World Explore the natural world around them



Working Scientifically STEM DAY - Spring 1/2	-Talk about, note and record the weather -Talk about and share stories about the changing seasons -Go on an Autumn Walk -Make collections of Autumnal items -Forest school	Talk about the differences between materials and changes they notice -Exploring and combining different materials to make magic potions - Use describing words to talk about what changes they notice -Observations and drawings of pumpkins	Understand the effect of changing seasons on the Natural world around them -observe the natural world -look at the weather and seasonal features -Observe how animals behave differently as the seasons change Explore the natural world around them	-Observe the natural world, find out about trees and forests -Talk about and share stories about the changing seasons -Observe and interact with light and shadows Describe what they see, hear and feel whilst outside -Observe changes in	Where are the minibeasts hiding? -What do minibeasts need to survive? -Make observations and drawings of insects and plants -Go on a minibeast hunt -Forest school	-Look closely at shells- what is the same, what is different, who did the shell belong to? -Explore floating and sinking -How can we look after our oceans? v
		-Forest school	-explore and observe snow and ice -What is waterproof? -Forest school	seasons and states of matter -Go on a spring Walk -Observations and drawings of spring flowers - Be colour collectors -Forest school		



	Reception The Natural World Explore the natural world around them talk about, note and record the weather -Talk about and share stories about the changing seasons -Go on an Autumn Walk -Make collections of Autumnal items	Reception The Natural World Explore the natural world around them Talk about the differences between materials and changes they notice -Exploring and combining different materials to make magic potions - Use describing words to talk about what changes they notice -Observations and drawings of pumpkins	Reception The Natural World Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the Natural world around them -observe the natural world -look at the weather and seasonal features -Observe how animals behave differently as the seasons change Explore the natural world around them -explore and observe snow and ice -What is waterproof?	Reception The Natural World Explore the natural world around them -Observe the natural world, find out about trees and forests -Talk about and share stories about the changing seasons -Observe and interact with light and shadows Describe what they see, hear and feel whilst outside -Observe changes in seasons and states of matter -Go on a spring Walk -Observations and drawings of spring flowers - Be colour collectors	Reception The Natural World Describe what they see, hear and feel whilst outside Where are the minibeasts hiding? -What do minibeasts need to survive? -Make observations and drawings of insects and plants -Go on a minibeast hunt	Reception The Natural World Explore the natural world around them -Look closely at shells- what is the same, what is different, who did the shell belong to? -Explore floating and sinking -How can we look after our oceans?
	Year 1 Seasonal Changes – Wonderful Weather	Year 1 Everyday Materials – Marvellous Materials	Year 1 Everyday Materials – Let's Build	Year 1 Plants – What is Growing in Our Gardens?	Year 1 Animals Including Humans – Our Pets	Year 1 Animals Including Humans – Ourselves
Computing	Internet safety- IT Programming- online games Using tablets and Audio Players	Using Audio Players and tablets to listen to stories (QR Codes)	Internet Safety- Smartie Penguin Using tablets Digi maps	IT Programming/ Coding Beebots and Rugged Racers Using tablets Digi maps	Using tablets to take zoomed in photos -Microsculpture	Using Tablets and Polaroid cameras to take underwater photos, Digi maps
	Year 1 Programming A Internet Safety		Year 1 Animations Internet Safety		Year 1 Digital Painting Internet Safety	



PD/P.E	Squiggle While You wiggle Dance- Let's Move Autumn The Enormous Turnip Cosmic Yoga The Three Billy Goats Gruff	Squiggle/Dough Disco/Pen Disco Dance- Let's Move Room on the Broom Fireworks Diwali T'was the Night Before Christmas	Dough Disco/Pen Disco Dance- Let's Move Winter Wonderland Snow World Gymnastics- Space, Listening Pose, Movement Patterns and Basic Shapes	Handwriting Dance- Let's Move Wood in the Wood Gymnastics- Basic shapes and Balances	Handwriting Dance Let's Move Minibeasts Gymnastics-Rolling Techniques and climbing	Handwriting Dance- Let's Move Under the Sea Gymnastics-Safe Dismounts
Year 1 PE	Year 1 Gymnastics Fitness	Year 1 Dance Football	Year 1 Basketball Dance	Year 1 Hockey Dodgeball	Year 1 Athletics Tennis	Year 1 Golf Cricket
Understanding of the World People, Culture and Communities RE Including block weeks	Reception Harvest/ Harvest donations Jigsaw RE: Special People What makes people special? Talk about immediate family and community Name and describe people who are familiar to them	Reception Diwali Remembrance Advent Church Visit Nativity To understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Understanding Christianity: Incarnation- why do Christians perform Nativity Plays at Christmas?	Reception Jigsaw RE: Celebrations How do people celebrate? Recognise that people have different beliefs and celebrate special times in different ways	Reception Eid Understanding Christianity: Salvation Why do Christians put a cross in an Easter garden Recognise that people have different beliefs and celebrate special times in different ways	Reception Jigsaw RE: Stories What can we learn from stories? Buddhism, Christianity, Islam, Hinduism, Sikhism	Reception Jigsaw RE: Special Places What makes places special? Christianity, Judaism, Islam To understand that some places are special to members of their community



P.S.H.E.	WE'RE ALL STARS! Community Rights and responsibilities Getting to know each other Working together Big 3 + Me	BE FRIENDLY, BE WISE Making and sustaining friendships Conflict resolution Anti-bullying Keeping safe at home and outdoors Big 3 + Me	LIVING LONG, LIVING STRONG RSE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty Healthy eating and exercise Goal-setting and motivation Keeping Safe Online and sensible amounts of screen time Big 3 + Me	DARING TO BE DIFFERENT Identity and self-esteem Difference and diversity Peer influence and assertiveness Dental Health, looking after our teeth Big 3 + Me	DEAR DIARY Comfortable and uncomfortable feelings Problems in relationships Anti-bullying Help and support Being a safe pedestrian	JOINING IN AND JOINING UP Needs and responsibilities Participation Local democracy Voluntary groups Fund-raising Activities Big 3 + Me
					Growth Mindset- Only One You Big 3 + Me	



PSHE	Year 1 Big Five and Me P1 - Patience P2 - Perseverance P3 - Happiness P4 - Understanding Self P5 - Contentment P6 - Self-Esteem	Year 1 T1 - Honesty T2- Curiosity T3 - Hope T4 - Trust T5 - Truthfulness T6 - Non-Judgement	Year 1 L1 - Sharing L2 - Consideration L3- Loyalty L4 - Openness L5 - Compassion L6 - Generosity	Year 1 R1 - Behaviour Choices R2 - Respect For Things R3 - Kindness Online R4 - Respect For Others R5 - Helping Others R6 - Healthy Choices	Year 1 C1 - Non-violence C2 - Kindness to Animals C3 - Celebrating Difference C4 - Inclusion C5 - Conservation: Clean Air C6 - Conservation: Saving Water	Year 1 Peace P13 Growth Truth P13 Pride
PSHE Ealing Units	Can you explain how to keep your teeth clean and healthy? Can you name some healthy foods? Can you explain how to keep safe around medicine?	What does voting mean? What would you do if you saw someone being bullied?	What have you learned about Charity?	What are the wants and needs of children?	Where do you feel safe?Why? Who makes you feel safe?Why? What is a bad secret?	Who is in your family? Why is it important to keep clean? Who would you talk to if you were worried about something?
Continuous provision	Area of focus inside- Home corner, Small world, Book Corner, Fine Motor/Loose parts, water, Maths, Construction, Art, Malleable, Mark Making. Areas enhanced to meet the needs of the children and skills progression. When appropriate links are made to topics and curriculum coverage. Areas of focus outside- Mud Kitchen, Small World, Mark Making, Climbing frame, Construction, Builders Yard, Water, Sand, Bikes and Scooters					