# Reception and Year 1 Curriculum Map (2026-2027) - Overview & Key Dates

| | Autumn Term | | Spring Term | | Summer Term | |
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| | 7 weeks and 2 days<br>3rd Sept- 23rd Oct | 7 weeks<br>2nd Nov-18th Dec | 6 weeks<br>4th Jan- 12th Feb | 4 weeks 4 days<br>23rd Feb-25th March | 6 weeks 3 days<br>12th April-28th May | 7weeks 3 days<br>7th June-21st July |
| **Key Events,** | Transition from Nursery/EYFS<br>Scholastic Book Fair<br>Halloween 31st October | Diwali<br>Bonfire Night 5th November<br>Remembrance Day 11th Nov<br>Anti-Bullying Week 16-20th Nov<br>Christmas Jumper Day<br>Christmas Day | NSPCC Number Day 5th Feb<br>Safer Internet Day 9th Feb<br>Valentine's Day 14th Feb<br>Parents evening | World Book Day 4th March<br>Science Week 6th March<br>Mother's Day 7th March | Earth Day April 22nd | Father's Day June 20th<br>Transition to Year 2<br>Sports Day |
| **Topic theme** | **Who am I?** | **Celebrations** | **Cars, trains and planes** | **People who help us.** | **Seeds and sunshine** | **Around the world.** |
| **Parent events** | Autumn Term 1<br>Phonics workshop- Scholastic Book Fair | | Spring Term 1<br>Road Safety workshop-Essex Safer Roads<br>HSBC workshop<br>World Book Day Scholastic Book Fair | | Summer Term 1<br>Earth Day | |
| | Autumn Term 2<br>Christingle service<br>Nativity- 3 class performances? | | Spring Term 2<br>Mother's Day event | | Summer 2<br>Father's event and Sports Day | |
| **Enhanced learning** | Autumn song performance<br>Curiosity Quests characters arrival after October half term<br>Post a letter to Santa-walk to the post box<br>Christingle performance at local church<br>School Christmas Fair | | Faithful friends-CQ arrival party<br>Number Day<br>Visit from HSBC bank<br>World Book Day- Visit to Wivenhoe Library<br>Science Week- visiting Scientists<br>When I grow up day<br>Visit to Wivenhoe Fire Station | | Earth Day- visit from Transition Wivenhoe<br>Forest school on site lead by experience forest school leader<br>Sports Day<br>School trip to Colchester Zoo | |
| **Assessment** | RBA<br>Base line (teacher assessment benchmarked on Target Tracker) at the start of academic year<br>Little Wandle Phonics Assessments ½ termly<br>Phonics Screening Check | | Little Wandle Phonics Assessments ½ termly<br>Phonics screening checks | | Little Wandle Phonics Assessments ½ termly<br>Assessment of ELG<br>PSC for Year 1 | |

| Prime Areas | | | | | | |
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| **Communication and Language** | The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** | | | | | |
| **Listening, attention, and understanding speaking**<br><br>**WELLCOM Assessments for all children**<br>**-Interventions**<br><br>**Attention Autism Bucket (Circle Times)**<br><br>**We focus on genuine and meaningful interactions with all children**<br><br>**We choose a story to listen to each day** | **Talk to parents about what language they speak at home, try, and learn a few key words and celebrate multilingualism.**<br>To know and understand how to listen carefully and why listening is important.<br>To know and talk about the school rules and how they help to keep us happy and safe.<br>To begin to be able to engage in story times.<br>To be able to listen attentively and respond to what they hear with relevant questions, comments and actions when | To be able to ask questions to find out more and to check they understand what has been said to them.<br>To be able to begin developing social phrases and engage in story times.<br>To be able to make comments about what they have heard and ask questions to clarify their understanding.<br>To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.<br>To know vocabulary related to different celebrations and understand the | To be able to articulate their ideas and thoughts in well-formed sentences.<br>To be able to connect one idea or action to another using a range of connectives.<br>To be able to engage in non-fiction books.<br>To be able to listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.<br>To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present | To be able to describe events in some detail.<br>To be able to use talk to help work out problems and organise thinking and activities.<br>To be able to use talk to explain how things work and why they might happen.<br>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.<br>To know and be able to use the new vocabulary taught in Helicopter stories, | To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.<br>To be able to use talk to help work out problems and organise thinking and activities.<br>To know how things work and why they might happen regarding the environment and sustainability.<br>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and | To listen to and talk about stories to build familiarity and understanding.<br>To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.<br>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and |

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| | being read to and during whole class discussions and small group interactions.<br>Introduce Helicopter Stories<br>To be able to talk about and describe themselves and their families.<br>To know and be able to use the new vocabulary taught in stories and in discussions and play.<br>To identify active listening behaviours in ourselves and others | different ways people celebrate.<br>To know and be able to use the new vocabulary taught in Helicopter stories, stories and in discussions and play.<br>Introduce Helicopter Stories<br>To begin to go to whole school assemblies and EYFS assemblies. | and future tenses and making use of conjunctions, with modelling and support from their teacher.<br>Develop the ability to wait to talk.<br>To know and be able to use the new vocabulary taught in Helicopter stories, stories and in discussions and play. | stories and in discussions and play.<br>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. | poems when appropriate.<br>To know and talk about what they can do to have a positive impact on the environment.<br>To know and be able to use the new vocabulary taught in Helicopter stories, stories and in discussions and play.<br>To know and talk about some influential figures from the past who have helped us. | poems when appropriate.<br>To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.<br>To know and be able to use the new vocabulary taught in Helicopter stories, stories and in discussions and play. |
| **ELGs:** | **Listening, Attention and Understanding-** 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.<br>**Speaking-** participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary. | | | | | |
| **Personal, Social and Emotional Development** | Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.** | | | | | |
| **Self-Regulation**<br><br>**Managing Self** | To feel safe and begin to build strong and trusting relationships with staff. | To be able to show resilience and | To be able to show understanding of their own feelings and those | To be able to think about the perspectives of others. | To be able to show sensitivity to their own and to others' feelings. | |

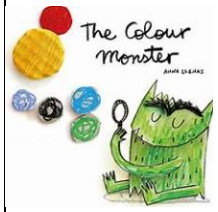
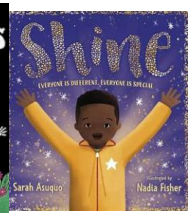
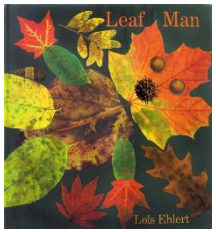
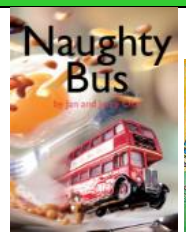
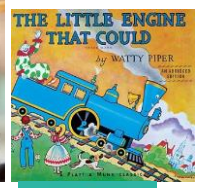
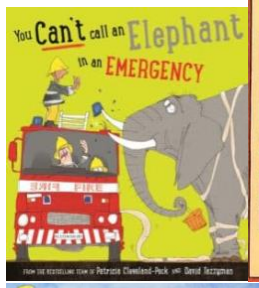
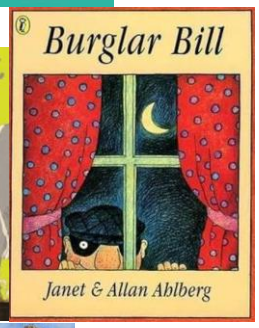
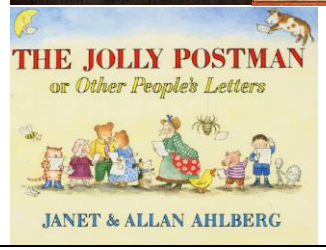
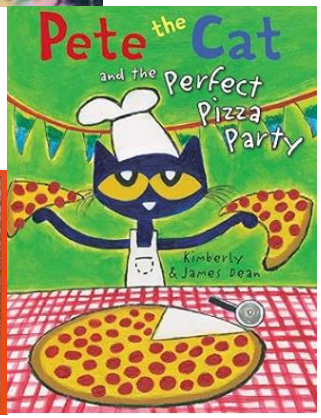
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| **Building Relationships**<br><br>**Colour Monsters**<br><br>**Trauma Perceptive Practice (TPP)**<br><br>**School Councillors /Library Leaders** | To know the school rules and be able to talk about how they help to keep them happy and safe.<br>To be able to talk about how to stay safe.<br>To be able to see themselves as a valuable individual.<br>To be able to build constructive and respectful relationships.<br>To know how to be a good friend<br>To know what to do if they are feeling worried about something.<br>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.<br>Introduce Colour Monsters in Autumn 1.<br>To be able to work and play cooperatively and take turns with others<br>To be able to give focused attention to what their peers and the teachers say.<br>To begin to understand our school FAMILY values.<br>To introduce conflict resolution to the children and how to be assertive. | perseverance in the face of challenge.<br>To be able to Identify and moderate their own feelings socially and emotionally.<br>To be able to display confidence to try new activities<br>To be able to manage their own basic hygiene and personal needs.<br>To know what democracy means and begin to build an awareness of majority votes through voting in class. - Voting for our favourite books each day<br>To embed our FAMILY values this continues throughout the year. | of others and begin to regulate their behaviour accordingly.<br>To be able to set and work towards simple goals.<br>To be able to display confidence to try new activities.<br>To be able to explain the reasons for rules and know right from wrong.<br>To be able to manage their own behaviour.<br>To be able to talk about what is fair and what is not fair. | To be able to manage their own needs.<br>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.<br>To be able to set and work towards simple goals.<br>To be confident to try new activities and be able to explore different ways of doing things.<br>To be able to explain the reasons for rules and know right from wrong.<br>To be able to manage their own basic hygiene and personal needs. | To be able to display confidence to try new activities and show independence, resilience and perseverance in the face of challenge.<br>To be able to 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. |
| ***ELGs:*** | ***Self-Regulation***- 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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.<br>***Managing self***- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.<br>***Building Relationships***- Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs. | | | | |
| **Physical Development** | Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision** | | | | |

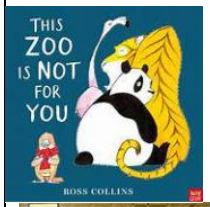
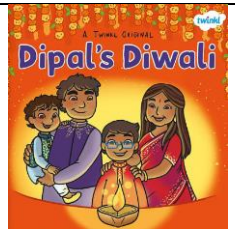
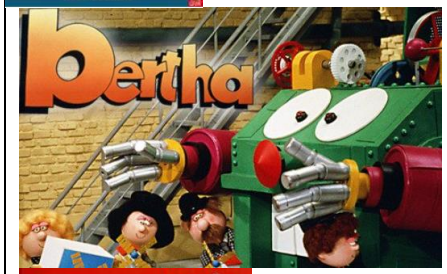
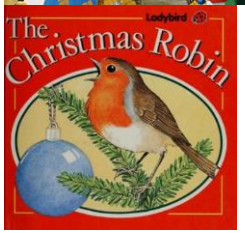
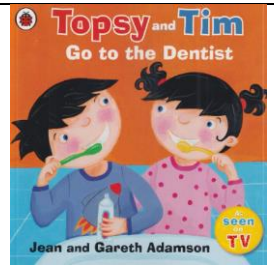
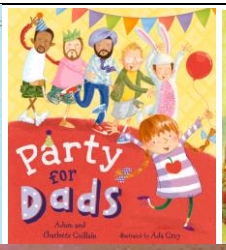
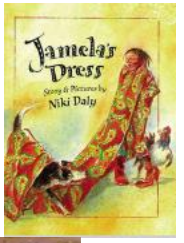
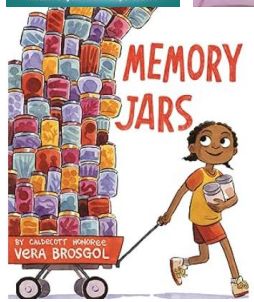
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| | **helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** | | | | | |
| **Gross Motor**<br><br>*We introduce formal PE sessions from start of September.*<br><br>*However, children are encouraged to be active in our continuous provision inside and out.*<br>**Yoga**<br><br>**Welly Walks**<br><br>**Music Wall**<br><br>**Cosmic Yoga**<br><br>**Daily Mile track**<br><br>**Trim Trail**<br><br>**Forest School** | To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br>To be able to move confidently in different ways.<br>To join in with Cosmic Yoga as part of Friday's morning work<br>To dance in continuous provision or whole group time.<br>In our garden to know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing, (climbing frame and tree) and swinging on the tree swing.<br>To know and be able to travel and balance in different ways with an awareness of space and others | Daily Mile introduced<br>Building stamina to run laps of the playground. To continue throughout the year.<br>To join in with Cosmic Yoga as part of Friday's morning work<br>To be able to balance and coordinate.<br>safely.<br>To be able to negotiate space effectively.<br>To be able to transport materials around the garden.<br>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. - each week we play ball games outside<br>To be able to experiment with and develop increasingly complex ways of travelling in our garden<br>To be able to define their own space | To join in with Cosmic Yoga as part of Friday's morning work<br>To be able to develop a range of ball skills including throwing, catching, kicking, batting, and aiming.<br>To enjoy moving to music.<br>To be able to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport,<br>To be able to perform a single skill or movement with simple control.<br>To know and be able to discuss some of the changes that occur during exercise.<br>To know good practices regarding health and wellbeing | To join in with Cosmic Yoga as part of Friday's morning work<br>To know and be able to perform some floor Gymnastic moves.<br>To be able to use gymnastics on apparatus to balance, climb & swing inside and out.<br>To be able to link at least 2 movements together when performing a small range of skills.<br>To be able to work sensibly with others, taking turns and sharing whilst comparing movements and skills with others.<br>To be able to use equipment properly and move and land safely.<br>To be able to work in a team collaborating and problem solving. (Outdoor and adventurous activities) | To join in with Cosmic Yoga as part of Friday's morning work<br>To know a range of ball skills including throwing, catching, kicking, batting, and aiming.<br>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.<br>To know and consolidate travelling and balancing skills through building sequences.<br>To be able to experiment with direction and be able to change direction and speed whilst maintaining personal space.<br>To know what constitutes a healthy lifestyle.<br>To be able to use large and small apparatus | To join in with Cosmic Yoga as part of Friday's morning work<br>To know how to participate in sporting events in preparation for Sports Day.<br>To know and participate in different athletic races and events.<br>To be able to show good agility, balance and coordination.<br>To be able to run, throw and jump.<br>To be able to use a sequence of movements with some changes in level, direction or speed<br>To be able to combine different movements with ease and fluency.<br>To know and use relevant vocabulary when observing changes in self and others when exercising.<br>To participate in weekly Forest School |

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| | To be able to experiment with a wide range of small equipment in our garden. | without visible boundaries.<br>To know how to use high apparatus safely. To be able to use high apparatus such as the ropes and climbing structures in our garden<br>To be able to experiment with a wider range of equipment and use it with more control. | such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time. | | safely and with some skill inside and out.<br>To participate in weekly Forest School sessions across the Summer term. | sessions across the Summer term. |
| **Fine Motor**<br>*Continuous provision in an enabling environment will support children's fine motor skills*<br><br>*Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.*<br><br>**Handwriting sessions** | To encourage preference for a dominant hand if not already established.<br>Gross motor activities in continuous provision develop their core strength to enable them to become efficient writers.<br>Learning to use a knife and fork at lunch time and introduced in the playdough area.<br>To enjoy mark making and begin to form letters following the Little Wandle Patterns books<br>To join in with small world, loose parts play, puzzles, construction, | To write their name each day concentrating on the correct pencil grip.<br>Introduce surnames when they are ready.<br>Gross motor activities in continuous provision develop their core strength to enable them to become efficient writers.<br>To copy patterns to support learning how to write certain letters using the Little Wandle lower case letters books<br>Fine motor activities inside and out to support children's development of the | To join in with handwriting sessions completing lower case letters and moving onto capital letters in the Little Wandle Books.<br><br>To write their whole name each day concentrating on the correct pencil grip and letter formation. | To join in with handwriting sessions completing digraphs and trigraphs in the Little Wandle Books.<br>To develop fine motor skills- holding pencil correctly, using scissors etc.<br>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.<br>To use their core strength to help them sit at a table.<br>To learn about the importance of good | To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.<br>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently.<br>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. | To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.<br>Develop overall body-strength, balance, co-ordination, and agility. |

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| | malleable materials, craft activities.<br>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips | small muscles in their hands and wrists to enable them to make precise movements. | | oral health and how to look after our teeth. | | |
| ***ELGs:*** | ***Gross Motor Skills***- 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.<br>***Fine Motor Skills-*** 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, paint brushes and cutlery. Begin to show accuracy and care when drawing. | | | | | |

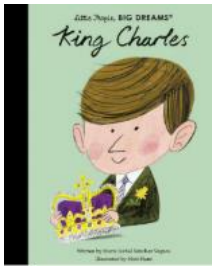
# Reception and Year 1 Long Term Plan (2026-2027)

| Themes | Who am I? | Celebrations | Cars, trains and planes | People who help us. | Seeds and sunshine | Around the world. |
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| Literacy<br><br>Writing | <br><br><br><br> | | <br><br><br><br><br><br> | <br><br><br><br> | |

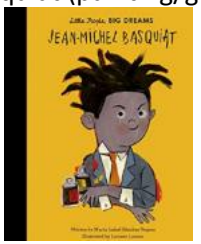
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| **Literacy** | <u>Autumn 1</u> Drawing club<br>Baselines- name writing, number writing, routines and<br>Colour Monster<br>This Zoo is not for you<br>Shine<br>Shoe People-the rainy day (animation)<br>The Leaf Man<br>Funnybones<br><br><u>Autumn 2</u> Curiosity Quests<br>Meeting Professor Clunk and Noodle and Titch (1 week)<br>Dipal's Diwali<br>The leaf thief<br>Bertha-the best machine competition (animation) | <u>Spring 1 Curious Quests</u><br>Meeting the Faithful friends<br>The Naughty Bus<br>The Little Train who could<br>Brum (animation)<br>Lewis Hamilton<br><br><u>Spring 2 Curious Quests</u><br>You can't call an elephant in an emergency<br>Burglar Bill<br>The jolly postman<br>Topsy and Tim Visit the Dentist | <u>Summer 1 Curious Quests</u><br>Jack and the Jelly Bean Stalk<br>The Oak Tree<br>Greenclaws (TV programme)<br>The Little Red Hen<br>Pete the Cat and the Pizza Party<br><br><u>Summer 2 Curious Quests</u><br>The magic paintbrush<br>A party for Dads (link to Father's Day)<br>Jamela's Dress<br>Clean up!<br>Penny Crayon-The Tower of London (TV)<br>Memory jars |

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| | Elf on the shelf story<br>The Christmas Robin<br>Assessments (1 week) | | | | | |
| **Phonics**<br><br>**Word reading**<br><br>**Comprehension** | Little Wandle programme<br><br>Across the year the children will be taught Phase 2, Phase and Phase 4 sounds. They will be learning longer words, plurals and tricky words as part of the phonics scheme.<br><br>Year 1 will consolidate Phase ¾ phonics and start learning Phase 5 phonics from Autumn 1- preparing for the PSC in June 2027 | | | | | |
| **Maths Reception** | **Subitising**<br>To perceptually subitise within 3<br><br>To identify sub-groups in larger arrangements<br><br>**Getting to know you**<br>Baseline Assessment<br><br>**Just like me!**<br>Match and sort<br>Compare amounts<br>Compare size, mass and capacity<br>Exploring pattern<br><br>**I,2,3 it's me!**<br>Numbers- 0, 1, 2 and 3 | **Subitising**<br>To continue from first half-term<br><br>To subitise within 5, perceptually and conceptually, depending on the arrangement.<br><br>**Light and Dark**<br>Numbers- 4 and 5<br>Representing numbers to 5<br>One more and one less<br>Measure, Shape & Spatial Thinking<br>Shapes with 4 sides<br>Time<br><br>**Consolidation** | **Subitising**<br>To increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements<br><br>**Alive in 5!**<br>Numbers- Introducing zero<br>Comparing & Composition of numbers to 5 Measure, Shape & Spatial Thinking Compare mass and capacity<br><br>**Growing 6, 7, 8** Numbers- 6, 7 & 8 Making pairs Combining 2 groups | **Subitising**<br>To explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.<br><br>**Growing 6, 7, 8** Numbers- 6, 7 & 8<br>Composition of numbers<br>Making pairs Combining 2 groups Measure, Shape & Spatial Thinking<br>Length, height and time<br>**Cont.**<br>**Building 9 and 10**<br>Numbers- 9 & 10<br>Comparing numbers to 10<br>Bonds to 10<br>Measure<br>Shape & Spatial | **Subitising**<br>To continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns<br><br>**To 20 and Beyond**<br>No 11-13<br>Count patterns and numbers beyond 10<br>Spatial reasoning Match, rotate, manipulate<br><br>**First, Then and Now**<br>No 14-17<br>Adding more<br>Taking away<br>Spatial reasoning | **Find my pattern**<br>No 18-20<br>Doubling<br>Sharing & grouping<br>Even & odd<br>Spatial reasoning<br>Visualise and build<br><br>**On the move** Deepening understanding<br>Patterns & relationships<br>Spatial mapping<br>Mapping<br><br>**Consolidation** |

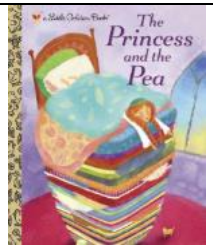
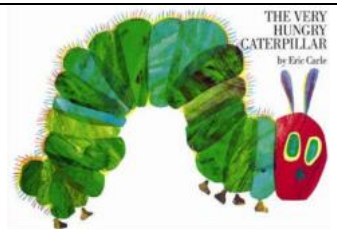
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| | Representing, Comparing and Composition of 1,2,3<br>Measure<br>Shape & Spatial Thinking<br>Circles and Triangles<br>Position. | | Measure, Shape & Spatial Thinking<br>Length, height and time | Thinking<br>3D shape<br>Pattern<br><br>**Consolidation** | Compose and decompose with shapes | |
| **Maths Year 1** | Spine 1/3 - Composition of numbers 0-5<br><br>Spine 1:2- Introducing whole and parts, part-part-whole<br><br>Spine 1:4- Composition of numbers 6-10<br><br>Spine 1:5- Additive structures- introduction to aggregation and partitioning<br><br>Spine 1:6- Additive structures- Introduction to aumentation and reduction. | | Spine 1:7- Addition and subtraction strategies within 10.<br><br>Spine 1:10- Composition of numbers 11-19<br><br>Spine 1:9- Composition of numbers 20-100<br><br>Spine 1:8- Composition of numbers- multiples of 10 up to 100. | | Geometry- Shape, position, and direction<br><br>Measurement- Length, height, weight, and volume<br><br>Spine 1:1 Comparison of quantities and measure<br><br>Measurement- Money<br><br>Time<br><br>Fractions | |
| **Understanding the World** | Understanding the world involves guiding children to **make sense of their physical world and their community**. The **frequency and range** of children's personal **experiences increases their knowledge** and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition**, listening to a broad selection** of stories, non-fiction, rhymes and poems **will foster their understanding** of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. **Enriching and widening** children's vocabulary will support later reading comprehension. | | | | | |
| **Science Year 1** | **Everyday materials- (castle project)**<br>• distinguish between an object and the material from which it is made<br>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock<br>• describe the simple physical properties of a variety of everyday materials<br>• compare and group together a variety of everyday materials based on their simple physical properties<br>**Working scientifically** | | **Animals, including humans**<br>• identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals<br>• identify and name a variety of common animals that are carnivores, herbivores, and omnivores<br>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals including pets)<br>**Working scientifically**<br>• asking simple questions and recognising that they can be answered in diverse ways | | **Plants**<br>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br>• identify and describe the basic structure of a variety of common flowering plants, including trees<br>Link to school grounds and what we are growing in the Year One garden.<br><br>**Working scientifically**<br>• observing closely, using simple equipment.<br>• performing simple tests | |

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| | • asking simple questions and recognising that they can be answered in diverse ways<br>• identifying and classifying<br>Link to making our castle to keep the rain out<br>- identify materials, describe their properties, group by properties, then work out which material would be best to use and why.<br><br>**Seasonal change**<br>• observe changes across the four seasons<br>• observe and describe weather associated with the seasons and how day length varies | • identifying and classifying<br><br>**Living things and their habitats**<br>Investigation<br><br>SCIENCE WEEK<br>**Seasonal change**<br>• observe changes across the four seasons<br>• observe and describe weather associated with the seasons and how day length varies<br>Season/weather booklets FOREST SCHOOL | • using their observations to suggest answers to questions<br>• gathering and recording data to help in answering questions<br>Broad bean experiments<br><br>**Seasonal change**<br>• observe changes across the four seasons<br>• observe and describe weather associated with the seasons and how day length varies<br>Season/weather booklets |
| **History Year 1** | • **Changes within living memory**<br><br>• **significant historical events, people, and places in their own locality**<br>**(Remember and recall the Jubilee/ Funeral and Coronation Celebrations)**<br><br> | • **Historical Enquiry**<br>To ask questions what was it like?<br>To learn about transport development<br>Learn about Amelia Earhart, Lewis Hamilton<br>To learn about historically important people in the world of transport.<br><br>• **Chronological understanding**<br>Transport timeline<br><br>• **Knowledge and interpretation**<br>To learn about transport development to meet people's need (industry, leisure, long distance travel/ sport)<br> | • **events beyond living memory that are significant nationally or globally**<br><br>• **the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.**<br><br>David Attenborough's birthday and contribution to conservation- Greta Thunberg and her current contributions<br> |

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| **Geography**<br>**Year 1** | **Locational knowledge**<br>• Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (castles in the UK)<br><br>**Geographical skills and fieldwork**<br>• use world maps, atlases, and globes to identify the United Kingdom and its countries | **Geographical skills and fieldwork**<br>Can you label key physical and human features from each habitat? Children to go on a walk around the school/grounds to identify key features.<br><br>**Locational knowledge**<br>• name and locate the world's 7 continents and the 5 oceans<br><br>**Geographical skills and fieldwork**<br>• use world maps, atlases, and globes to identify the continents studied at this key stage<br>Name the 7 continents and identify them on a map by showing a different type of transport on each continent. | **Geographical skills and fieldwork**<br>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.<br><br>**Human and physical geography**<br>• use basic geographical vocabulary to refer to:<br>○ key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather<br>○ key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop<br><br>**Place knowledge**<br>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country<br>Comparing London/UK with Brazil –focus on Forest |
| **Expres. Arts and Design** | The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.<br>Give children an insight into new musical worlds. **Invite musicians in to play music** to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | |
| **Art** | • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space<br><br>• Using Computing app (digital art). Line drawing of A Castle | • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space<br>• To use **drawing**, **painting,** and sculpture to develop and share their ideas, experiences, and imagination | • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work |

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| | • To use **drawing**, painting, and **sculpture** to develop and share their ideas, experiences, and imagination<br><br>**Drawing** = key sketching techniques to add detail to portraits<br><br>Self-portrait drawn, developed and add detail to self-portraits after studying work of artists<br><br>Painted version in the style of Jean-Michael Basquiat (painting/graffiti)<br><br>Studied Artist<br>Jean-Michael Basquiat (painting/graffiti)<br><br><br>Additional Artwork in this term<br>Christmas cards<br>Nativity programme | **Drawing** = learning key sketching techniques (hatching, cross-hatching, shading, stippling, circulism) to add detail to drawings<br>**Painting** = city scape paintings - building up layers to create detail. CC link (Geography) physical features e.g., mountains, flats, trees, rivers etc.<br>Studied Artist<br>Salvador Dali (surrealist landscapes)<br>Additional Artwork in this term<br>Mother's Day Card | **Printing** sunflowers/flower-leaf draw own on paper, transfer onto tile then print. (2/3 lessons) in a Pop Art style.<br><br>**Clay leaves-modelling, using tools**<br><br>*First 2 lessons to focus on chosen artists*<br><br>Additional Artwork in this term<br>Father's Day cards |
| **DT** | **Design**<br>• design purposeful, functional, appealing products for themselves and other users based on design criteria<br>Tapestry – Textiles. Class creating their own royal tapestry. Each sewing their own individual character and then adding it to a larger tapestry.<br><br>**Make**<br>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing]<br>• select from and use a wide range of materials and components, including | **Design**<br>• design purposeful, functional, appealing products for themselves and other users based on design criteria<br>**Make**<br>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing]<br>• select from and use a wide range of materials and components, including **<u>construction materials</u>**, textiles, and ingredients, according to their characteristics<br>**Technical knowledge** | **Make**<br>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, **<u>joining,</u>** and finishing]<br>• select from and use a wide range of materials and components, including construction materials, **<u>textiles,</u>** and ingredients, according to their characteristics. Link to William Morris<br><br>Design and make a Pizza and improve for health benefits |

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| | construction materials, **textiles**, and ingredients, according to their characteristics.<br><br>**Textiles:**<br>• Using a range of materials creatively to design and make products. | • explore and use mechanisms [for example, levers, sliders, wheels, and axles] in their products<br>**Evaluate**<br>• explore and evaluate a range of existing products<br>• evaluate their ideas and products against design criteria<br>Evaluating existing moving picture books. Then designing, making, and evaluating our own moving transport card (spinning helicopter, flap to hide car in a garage, slider to move a train!)<br>**Make**<br>• select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics<br>Making souvenirs for the transport museum.<br><br>Visit to Wivenhoe Fire Station | |
| **Computing**<br>**Year 1** | Digital Literacy<br>• Computer systems and networks<br><br>Programming<br>• Moving a robot<br>• E-safety throughout the year<br>• Project Evolve | Information technology<br>• Skills<br>• Media<br><br>Digital Literacy<br>• Online Safety linked to E-safety Day<br>• E-safety throughout the year<br>• Project Evolve | Programming<br>• Programming Animations<br><br>Information Technology<br>• Data<br>• E-safety throughout the year<br>• Project Evolve |
| **PE**<br>Year 1 | Dance:<br>• perform dances using simple movement patterns<br><br>Dance routine based on the book: Princess and the Pea<br><br>Yoga: Cosmic Yoga | Gymnastics:<br>• develop balance, agility, and co-ordination, and begin to apply these in a range of activities<br>• Floor work- rolls<br>• Apparatus work- balancing, jumping, and landing. | Multi skills / athletics<br>• participate in team games, developing simple tactics for attacking and defending<br><br>Dance:<br>• perform dances using simple movement patterns- The Hungry Caterpillar |

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| **PSHE**<br>SRE inc. throughout | Relationships<br>• Family and friendships<br>• Safe Relationships<br>• Respecting others and ourselves<br>Keeping Safe | Living in the wider world<br>• Belonging to a community<br>• Media Literacy and Digital Resilience<br>Money and Work | Health and Wellbeing<br>• Physical and Mental Health<br>• Growing and Changing |
| **RE**<br>Year 1 | Two Enquires<br>1. What do my senses tell me about the world of religion and belief? (Muslim)<br>2. What do my senses tell me about the world of religion and belief? (Christian) | Two Enquires<br>1. How does celebration bring the community together? (various religions)<br>2. What do Christians think about during Lent? | Two enquires<br>1. How did the Universe come to be? (Christian and linked to World Earth Day)<br>Why is music an important focus for those following different religions? |
| **British Values** | During this year the children will be able to vote for school councillors and library leaders! This will involve writing manifestos and voting.<br>Children will also vote for story books during the day and learn about democracy and fairness. Respect and family values of the school will be interwoven through all we do. | | |
| **Music**<br>**Year 1** | **Listening and Aural Skills:** - listen to a short piece of music with concentration- identify changes in tempo with guidance from the teacher<br>**Performance: -** sing new and familiar songs- opportunity to perform at Christingle Service- opportunity to perform at Harvest Service- Christmas performance<br>**Musical Instruments: -** play rhythm patterns on untuned percussion- compose short tunes and play them on chime bars<br>**Stave House: -** clap rhythm patterns at sight, to include semibreves, minims, crotchets, and pairs of quavers- listen to rhythm patterns, repeat, and identify note values used- begin to recognise standard notation symbols and their meanings | **Listening and Aural Skills**: - understand what is meant by dynamics- identify changes in dynamics in music heard- listen to instruments and sort them by sound- understand what is meant by pitch- identify changes in pitch in music heard- identify musical sounds that are high and low<br>**Performance: -** sing new and familiar songs<br>**Musical Instruments: -** name a wider selection of percussion instruments- understand that instruments are sorted into "families" which share similarities- follow a conductor and respond appropriately to dynamic changes- compose simple tunes to include new note B- compose a tune, experimenting with high and low pitch- follow a conductor and respond appropriately to pitch changes<br>**Stave House: -** play rhythms on tuned percussion, correctly identifying the note on the stave- note B (notes on the line)- octave jumps (high and low C) | **Listening and Aural Skills:** - listen to music with concentration- understand what is meant by tempo- independently identify changes in tempo - identify the difference between rhythm and pulse- identify the mood of music heard and own emotional responses to it- recognise sounds of different instruments<br>**Performance: -** sing new and familiar songs- opportunity to perform at Sports Day- singing with good posture- begin to understand how the voice works<br>**Musical Instruments: -** 'My First Orchestra' - introduction of orchestral instruments- African Drumming circle<br>**Stave House: -** begin to follow standard notation |

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