Woodchurch CE Foundation 2 & Year One Long Term Curriculum Overview 2026/2027

Planning a sequenced curriculum to ensure all children make progress and for the next stage of their education.

Our mixed-age F2 and Y1 curriculum is designed to provide a seamless bridge between EYFS and KS1. We combine high-expectations in academic teaching alongside active, play-based learning. By blending the statutory requirements of the EYFS Framework with the National Curriculum for Year 1, we ensure that every child develops fundamental knowledge, vocabulary, and skills at a pace appropriate to their age and developmental stage.

Specific mixed year group planning will be used from Ready Steady Write for English, First 4 Maths for Mathematics, Kapow for foundation subjects including Science, History, Geography, PSHE, Music, Art and DT. We follow Questful RE for RE and Complete PE for PE.



Characteristics of Effective Learning

Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

Creating and thinking critically: Children develop their own ideas and make links between these ideas

They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Over Arching Principles

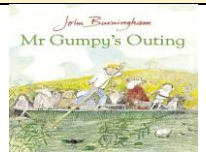
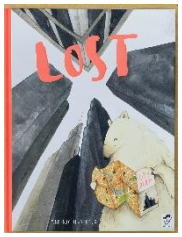
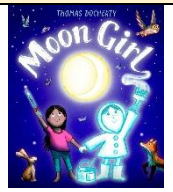
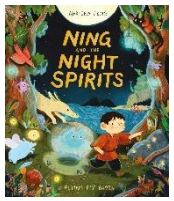
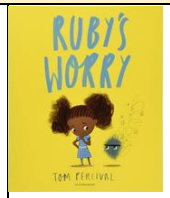
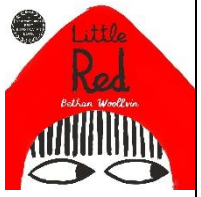
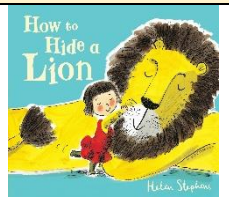
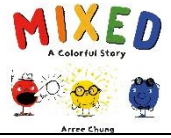
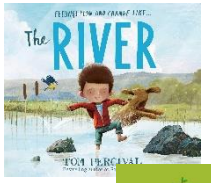
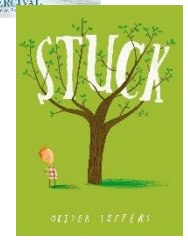
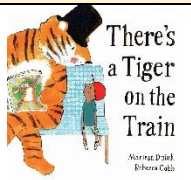
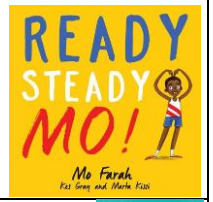
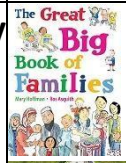
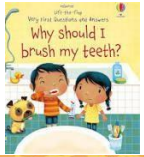
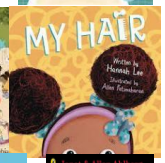
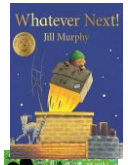
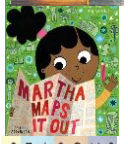
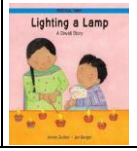
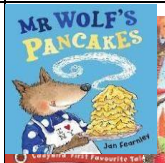
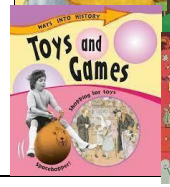
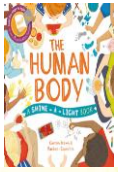
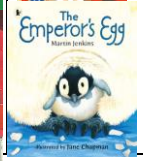
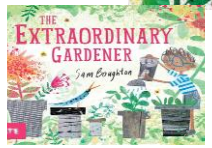
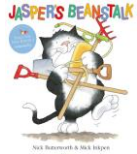
Unique Child: Each child is unique, and while we can be guided by an understanding of some general patterns of development, progression is uneven and unfolds differently for each child.

Positive Relationships: Partnerships with parents can be truly effective only when parents and practitioners work together to enable children to create meaningful connections to their wider world and to foster a love of learning.

Enabling Environments: Enabling environments offer children security, comfort, engagement, and opportunity. Spaces should be planned to both nurture and inspire children, recognising their interests and curiosities, encouraging questioning, awe and wonder, and sustained shared thinking.

Learning and Development: Effective practice begins with observation, tuning into the child and then building a relationship. Professionally informed knowledge of child development then supports understanding children's interests, development, and learning, and planning for next steps.

PLAY: Children have a right to play: Children's right to play is recognised as so vital to their wellbeing and development that it is included in the United Nations Convention to the Rights of a Child (1989). Play both indoors and outdoors is a fundamental commitment to children throughout EYFS.

F2/Y1 26-27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	4. Summer 2
Overarching Theme	**Autumn 1** **"All about Me"** ***How I grow and change*** ***7 weeks***	**Autumn 2** **"Under the Stars and Celebrations"** ***Space, space travel, festivals*** ***7 weeks***	**Spring 1** **"Once upon a time"** ***Traditional tales and our senses.*** ***6 weeks***	**Spring 2** **"Amazing animals"** ***animal types*** ***5 weeks***	**Summer 1** **"Come outside"** ***Plants, minibeasts and habitats*** ***7 weeks***	**Summer 2** **"Journeys and Transport"** ***7 weeks***
Planning around a quality text: **Ready Steady Write** **Mixed Age Cycle B**	 	 	 	 	 	 
Possible other key texts	     	     	     	     	   	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2 and Y1	**Autumn 1** **"All about Me"** ***How I grow and change*** ***7 weeks***	**Autumn 2** **"Under the Stars and Celebrations"** ***Space, festivals*** ***7 weeks***	**Spring 1** **"Once upon a time"** ***Traditional tales and our senses.*** ***6 weeks***	**Spring 2** **"Amazing animals"** ***animal types*** ***5 weeks***	**Summer 1** **"Come outside"** ***Plants, minibeasts and habitats*** ***7 weeks***	**Summer 2** **"Journeys and Transport"** ***7 weeks***
Themes	**Settling into school** **Routines and rules** **Emotional regulation**	**Local area & community** **Traditions** **Solar System** **Seasonal changes**	**Past and present** **Senses** **Fairy tales**	**Habitats** **Environment** **Weather**	**Growing** **Wider world**	**Travel** **Adventure** **Ambitions**

Responsive Curriculum

Whilst each term has a planned curriculum, teaching remains responsive to children's interests, their progress (gaps in data) their questions and fascinations. Adults use these moments to deepen learning, provide additional experiences and make meaningful curriculum connections, ensuring that children's curiosity is valued whilst maintaining clear progression towards the intended knowledge and skills. This will ensure full curriculum coverage and progression. High-quality texts provide meaningful contexts for learning across the curriculum. History, geography and science are often taught and revisited through carefully chosen books, stories and non-fiction texts to deepen knowledge, enrich vocabulary and create purposeful opportunities for speaking, reading and writing.

Our curriculum:

- ***Ensures continuity and progression from EYFS to the National Curriculum.***
- ***Provides high-quality continuous provision accessible to both year groups.***
- ***Embeds explicit teaching for Year 1 while maintaining play-based learning for Foundation 2.***
- ***Uses shared themes to create coherence across the year.***
- ***Differentiates outcomes through adult-led groups and structured interventions.***

Transition Management - **Autumn Term Transition**: Children in Y1 benefit from a gradual increase in formal recording, spending significant time in continuous provision to ease the transition into KS 1. **Spring & Summer Terms**: As stamina builds, Y1 children spend longer periods in explicit direct instruction, while higher-attaining F2 children are naturally introduced to Year 1 style challenge activities when developmentally ready.

Communication and Language

At Woodchurch CE Primary School we focus on developing high quality interactions between adults and children to support language development. We use research backed strategies e.g. the ShREC approach and STAIR (effective scaffolding) approach which are developed by the EEF, to ensure we support our children to become better communicators and improve outcomes later in life. Adults will offer scaffolding, which involves providing temporary support for a child during a task to adjust the level of challenge. This can help a child with the parts they can't yet manage alone, or make a simpler task more challenging.

Vocabulary is carefully planned, taught and revisited throughout the year. Core texts are specifically chosen to support language development, oral retelling and current themes. Adults will support children to use specific vocabulary linked to themes such as our senses, festivals, how plants grow, animals around the world and transport. All children are assessed using the communication and language tool WELLCOMM alongside Chatty Box. With a thorough understanding of children's starting points we can continue to support their communication through targeted and whole class provision. Children's early language and oracy are developed throughout the year which helps our children become confident in the mechanics of storytelling.

Educational Programme

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**.

Y1 NC

Listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication

Listening & Attention	**Children will learn to:** Follow instructions with multiple steps Know and understand how to listen carefully and why listening is important. Listen attentively and respond to what they hear with relevant questions, comments and actions and clarify understanding. Listen to and then respond to what others say and any questions they ask Listen carefully to songs and rhymes.	**Children will learn to:** Listen to stories and use story vocabulary to retell familiar stories. Understand 'how' and 'why' questions.	**Children will learn to:** Listen to each other's ideas and make note of them when responding. Retell a story without props they are very familiar with. Listen to and talk about information found in non-fiction texts.
Speaking	Hold short conversations with their teacher and peers. Describing familiar homes and routines including their own. Engage in discussions about celebrations and traditions. Recall events in order using and, then and next. Use past tense: I celebrated… he/she we/they… Talk to adults and other children to recall events in the past or earlier in the day or week. To use the correct present tense e.g I am jumping.	Use future tense correctly. Ask and answer questions about body parts and senses. Use vocabulary related to cold climates, animals, and weather. Speak and answer questions posed to them in full sentences. Take turns in conversations and to listen to others. Offer explanations for why things might happen. Plan activities with others e.g. I am going to…shall we….	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses. Ask who, what, where, when which and how questions. Use sentences such as I think that….I like … because... Explain something using the order in which it happened Use adjectives in full sentences correctly To describe events in detail. Use vocabulary related to nature, transport, and geography.

Personal, Social and Emotional Development

Building and maintaining nurturing positive relationships with our children is priority during their first few weeks in school, and this is supported by our transition events. Children are taught about our whole school values and what this looks like in F2. Zones of regulation are explicitly taught to enable the children to use language to describe their feelings. Routines are embedded early to promote security, confidence and independence. Children are supported to navigate conflicts through the use of scripts and social stories. We follow the KAPOW PSED scheme of learning to teach our children key skills and knowledge.

Educational Programme

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.**

Y1 NC

Children should know about Families and people who care for me, e.g. that families are important for children growing up because they can give love, security and stability; Caring friendships, e.g. how important friendships are in making us feel happy and secure, and how people choose and make friends; Respectful relationships, e.g. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs; Online relationships, e.g. that people sometimes behave differently online,
including by pretending to be someone they are not; Being safe, e.g. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); Mental wellbeing, e.g. that mental wellbeing is a normal part of daily life, in the same way as physical health; Healthy eating, e.g. what constitutes a healthy diet (including understanding calories and other nutritional content)

Kapow *Can be taught in any order.*	My healthy self: How can we look after our emotions?	Connecting with others: How can I help	The online world: How do we spend time online? Health protection: How can I protect myself and others in daily life? Staying safe: How can I stay safe?	Citizenship: How can I help others and the environment?

Self-Regulation **Managing Self** **Building Relationships**	**Children will learn to:** Give focused attention to what their peers and the teachers say. Express how they are feeling including words such as nervous, surprised, and excited. Identify and moderate their own feelings socially and emotionally. Know what to do if they are feeling worried about something. Know the school rules and be able to talk about how they help to keep them happy and safe. Know and follow the behavioural expectations at school. To be able to build constructive and respectful relationships. To know how to be a good friend Talk about family and home routines including hygiene. Begin to understand healthy habits (e.g., brushing teeth after meals). Introduce oral health vocabulary (e.g., dentist, plaque, toothbrush).	**Children will learn to:** Express their feelings and consider the feelings of others and regulate behaviour accordingly. Confidently and safely access different areas of the classroom. Know some behaviour is unacceptable/unsafe. Talk about how to stay safe in different situations and places. Explain the reasons for rules and know right from wrong. Work and play cooperatively and take turns with others. Learn how senses help us care for our bodies (e.g., taste and teeth).	**Children will learn to:** Know why they need to brush their teeth Know ways to stay healthy. Understand healthy food choices Understand the importance of exercise See themselves as a valuable individual. Set and work towards simple goal. Work collaboratively and solve conflicts. Celebrate friendships and shared memories. Reflect on achievements and transitions.

Physical Development

Access to high quality continuous provision will enable the children 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, and swimming. Children follow the Complete PE scheme to embed key physical skills. We will develop their small motor skills so that they can use a range of tools competently, safely, and confidently. They will learn to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Our outdoor areas and core provision areas provide opportunities for the development of overall body-strength, balance, co-ordination, and agility. The children will learn to develop the foundations of a handwriting style which is fast, accurate and efficient. Handwriting is developed using large gross motor movements moving into smaller more detailed marks and letters, following the Little Wandle Handwriting scheme.

Educational Programme

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, coordination 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, coordination and agility.** Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. **Fine motor control and precision helps with hand-eye coordination,** 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.**

Y1 NC: Handwriting. Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9, understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Key stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending, perform dances using simple movement patterns

PE	Locomotion Play: Playing through games	Dance: Ourselves Rackets, bats, balls and balloons	Dance: Nursery Rhymes Gymnastics: High and Low	Gymnastics: Moving Ball Skills 1: Hands	Ball Skills 2: Feet Locomotion: Jumping	Gymnastics: High and Low Locomotion: Walking

Gross Motor Skills	**Children will learn to:** Run, jump on one leg to another and on 2 legs and hop. Move freely and with pleasure and confidence in a range of ways. Stamp, stride, and walk at different pace. Balance and coordinate safely. Negotiate space effectively. Know and revise and refine the skills they have acquired: rolling, crawling, walking, jumping, running etc	**Children will learn to:** How to stay fit and healthy with sleep, exercise, diet etc Travel with confidence and skill around, under, over and through equipment. Ride wheeled toys with confidence and skill. Travel in different ways, developing greater skills and confidence. Explore moving the ball with their feet.	**Children will learn to:** Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Know and be able to discuss some of the changes that occur during exercise.
Fine Motor Skills	To practice throwing and catching different balls. Create a sequence of dance moves Use cutlery at lunchtime. Write/copy their name. Button and unbutton. Experiment with wide range of small equipment learning some degree of control. Use scissors with increasing control Thread confidently. Use small tools such as tweezers effectively.	Sit and hold a pencil correctly. Begin to form lower case letters in correct direction.	Use the correct grip when using a pencil most of the time. Begin to form capital letters in correct direction. Develop the foundations of a handwriting style which is fast, accurate and efficient. Use small tools effectively.

Literacy

Our aim is to foster a love of reading within all our children at Woodchurch, beginning here in F2. We do not under estimate the power of words and stories, which are an intrinsic part of the children's time in EYFS. Our Ready Steady Write scheme coverage ensures children leave us knowing and enjoying a bank of quality stories, as well as being able to write captions, phrases and simple sentences. We teach sound and word reading using Little Wandle. Handwriting is developed using large gross motor movements moving into smaller more detailed marks and letters, following the Little Wandle Handwriting scheme.

Proposed RSW texts	**Mr Grumpy's Outing (3 week)** Writing outcome Journey Sentences **Lost** (3 week) • Writing outcome: instruction sentences **Moon Girl** (3 week) Writing outcome: Night-time story sentences **Ning and the Night Spirits** (3 week) • Writing outcome: Poster sentences	**Ruby's Worry by Tom Percival** (3 week) Writing Outcome: sentences: worry sentences **Little Red** (3 week) • Writing outcome: traditional tale sentences **How to hide a Lion** (3 week) Writing outcome: instruction sentences **Mixed** (3 week) • Writing outcome: community sentences	**The River by Tom Percival** (3 week) Writing outcome: River story sentences **Stuck** (3 week) Writing outcome: Stuck story sentences **There's a Tiger on the Train** (3 week) Writing outcome: diary sentences **Ready steady Mo** (3week) Writing outcome: Olympic story sentences

Educational Programme

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together.** Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing).

Y1 NC: Comprehension: Develop pleasure in reading, motivation to read, vocabulary and understanding by:

• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
• being encouraged to link what they read or hear read to their own experiences
• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
• recognising and joining in with predictable phrases
• learning to appreciate rhymes and poems, and to recite some by heart
• discussing word meanings, linking new meanings to those already known
• understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher
• checking that the text makes sense to them as they read and correcting inaccurate reading
• discussing the significance of the title and events

• making inferences on the basis of what is being said and done
• predicting what might happen on the basis of what has been read so far
• participate in discussion about what is read to them, taking turns and listening to what others say, explain clearly their understanding of what is read to them
Word Reading:
apply phonic knowledge and skills as the route to decode words
• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
• read other words of more than one syllable that contain taught GPCs
• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
• re-read these books to build up their fluency and confidence in word reading
Spelling: Pupils should be taught to:
• spell:
• words containing each of the 40+ phonemes already taught
• common exception words
• the days of the week
• name the letters of the alphabet:
• naming the letters of the alphabet in order
• using letter names to distinguish between alternative spellings of the same sound
add prefixes and suffixes:
• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
• using the prefix un–
• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
• apply simple spelling rules and guidance, as listed in English Appendix 1
• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Comprehension	**Children will learn to:** Use pictures to tell stories. Sequence familiar stories. Independently look at books, holding them in the correct way and turning pages. Engage in story times, joining in with repeated phrases and actions Begin to answer questions about the stories read to them Enjoy an increasing range of books including fiction, poems and rhymes	**Children will learn to:** Act out stories Begin to predict what may happen in the story Suggest how a story might end. Follow and retell a story without pictures or props Talk about the characters in the books they are reading.	**Children will learn to:** Use vocabulary that is influenced by their experiences of books Confidently answer questions about what they have read Know that information can be retrieved from books

Writing	**Children will learn to:** Recognise, build and copy their name. Talk about the marks they make. Write initial sounds. Begin to write VC/CVC words using taught sounds. Use correct letter formation of taught letters.	**Children will learn to:** Form lower-case letters correctly Know that words are separated by spaces in phrases. Segment and spell words using taught sounds. Spell some HFW words correctly. Form lower case letters correctly and begin to form capital letters. Have awareness of sentences. To spell words using taught sounds To spell some taught tricky words correctly	**Children will learn to:** Continue to form lower case and capital letters correctly. Write longer words which are spelt phonetically. Use capital letters at the start of a sentence. Use finger spaces and full stops when writing a sentence. Spell taught HFW words correctly. Read their work back and check it makes sense.

Mathematics

Children are taught the foundations of early maths through daily structured sessions using First 4 Maths Children revisit and rehearse concepts taught during continuous provision or with adult support as needed. Outdoors children are exposed to challenging equipment which develops special awareness and understanding of shape. Children are also taught and encouraged to play and make up games which develop early number skills.

Educational Programme

Developing a **strong grounding in number is essential** so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently, develop a deep understanding of the numbers to 10,** the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and **apply this understanding** - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning skills** across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and **not be afraid to make mistakes.**

Y1 NC

Number – number and place value. Pupils should be taught to: count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number, count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens, given a number, identify one more and one less, identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, (fewer), most, least, read and write numbers from 1 to 20 in numerals and words

Number – addition and subtraction. Read and write mathematical statements involving addition (+), subtraction (–) and equals (=) signs, represent and use number bonds and related subtraction facts within 20, add and subtract one-digit and two-digit numbers to 20, including zero, solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of an adult, recognise, find and name a half as one of two equal parts of an object, shape or quantity, recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than, capacity and volume [for example, full/empty, more than, less than, half, half full, quarter, time [for example, quicker, slower, earlier, later]

Measure and begin to record the following: lengths and height, mass/weight, capacity and volume, time (hours, minutes, seconds)

Recognise and know the value of different denominations of coins and notes, sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening], recognise and use language relating to dates, including days of the week, weeks, months and years, tell the time to the hour and half past the hour and draw the hands on a clock face

Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles], 3-D shapes [for example, cuboids (including cubes), pyramids and spheres], describe position, direction and movement, including whole, half, quarter and three-quarter turns.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
First 4 Maths **Number** **Numerical Patterns**	**Sorting Pattern Comparison: height, length Counting & cardinality F2 to 5 Y1 to 20**	**Counting & cardinality F2 no's to 10 Y1 teen no's Composite nature of no's: part whole 2D/3D shape**	**Add 1 Addition F2 to 10, Y1 to 20 Take 1 Subtraction within 10/20**	**Capacity Weight Odd/even Subtraction (difference) Position & direction**	**Comparison Multiplication Division Place value**	**Fractions Money Time**
Shape, spatial awareness and pattern	Spatial Awareness Comparing size, mass & capacity Exploring simple patterns.	Shapes which complement taught numbers - circle, triangle, square, pentagon. Positional language Time	Length, height. Time	3D shapes AB Pattern - continue, copy, and create repeating patterns.	3D shape Match, rotate, and manipulate Pattern – ABC, ABB, BBA	Develop patterns and relationships

Understanding the World

In F2 and Y1, we continue to build on the knowledge that children gained in their home-life, pre-schools and nurseries through exciting and real life experiences. We teach them about themselves and their place on this earth. We want our children to be respectful, kind individuals who understand and celebrate differences between different people and cultures. We make sure that our children are offered a range of books which celebrate our diverse world and offer opportunities to learn about these issues.

<u>Educational Programme</u>

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.**

Y1NC

Science: Working Scientifically During years 1 and 2, pupils should be taught to use the following practical scienti ic methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. Plants • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common lowering plants,

including trees Animals including humans: • identify and name a variety of common animals including, ish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (ish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday materials • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties Seasonal Changes • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies.

Geography: Locational knowledge

- *name and locate the world's seven continents and five oceans*
- *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas*

Place knowledge

- *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*

Human and physical geography

- *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*

Use basic geographical vocabulary to refer to:

- *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop*

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

• 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

History: Pupils should be taught about:

• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

• 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

• significant historical events, people and places in their own locality

RE / Celebrations	**EYFS 2 Why do Christians say thank you to God at Harvest time?** Black History Month (Oct)	**EYFS 11 Why do people of faith have times of special celebration?** **1.3 Why do many people give and receive gifts at Christmas?** Diwali Bonfire Night Hanukkah Christmas	Lunar New Year **1.4 What made Jesus special?**	**1.5 Why do Christians believe Easter is a new beginning?** Holi World Book Day Mother's Day Easter	**1.8 Joseph** Earth Day Eid	**1.7 How do people of world faiths welcome new babies?** Father's Day

Science Kapow	3 x I am a scientist and 3 x animal adventures	Seasonal changes	Investigating science through stories	Animals: sensitive bodies	Introduction to plants	Materials
Geography Kapow		What's it like here? (Y1)		What is the weather like in the UK? (Y1)		What is it like to live in Shanghai? (Y1)
History Kapow	How am I making history? (Y1)		How have toys changed? (Y1)		How have explorers changed the world? (Y1)	

Past and Present **People, Culture and Communities** **The Natural World**	**Children will learn to:** Talk about members of their immediate family. Talk about themselves in the past when they were younger and make sense of their family history. Know, name and describe people who are familiar to them. Draw a simple map for their local area and story. Order events in their own history. Know a similarity and a difference between childhood now and in the past. Use the term 'past'. Learn the town, city, country that they live in. Know about different celebrations such as Bonfire Night, Christmas, Diwali, Eid and Hannukah. Show respect for those with different faiths and beliefs or those without beliefs. Know and name some important places of worship. To understand that some events happened many years ago and life was very different.	**Children will learn to:** Talk about the differences between materials and changes they notice. Explore floating and sinking using different materials. Know about solids and liquids from practical activities. Explore the natural world around them, making observations and drawing pictures. Observe important changes linked to seasons. Describe what they see, hear, and feel whilst outside Understand how toys differ now compared to toys from the past. Make comparisons between toys in the past and present.	**Children will learn to:** Recognise some similarities and differences between life in this country and life in other countries. Know there are different places, animals and habitats around the world. Explore seasonal change Compare different places around the world. Know about the similarities and difference in living things. Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley) and identify where they travelled and what they achieved. Sequence events on a timeline and use this to retell the story. Describe what they can see in a photograph. Recall information about past and present exploration.

Expressive Arts and Design

Our children's artistic skills are developed through high quality provision and adult modelling. Children are taught to express themselves through a variety of different media. Children are encouraged to mix their own paints which can then be used independently. Singing and rhyme continues to be a priority and is woven into daily routines.

Educational Programme

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.

Y1 NC

Pupils should be taught to:

• use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music

Pupils should be taught to use a range of materials creatively to design and make products, to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, 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

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous Instructions, create and debug simple programs, use logical reasoning to predict the behaviour of simple programs, use technology purposefully to create, organise, store, manipulate and retrieve digital content, recognise common uses of information technology beyond school, use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Art Kapow	**Marvellous Marks and Let's get Crafty**		**Sculpture and 3D animals**		**Paint and mixed media: Colour splash**	
DT Kapow		**Cooking: soup**		**Textiles: Bookmarks**		**Mechanisms: Slider Game**
Computing Kapow	**Computer systems; mouse skills**	**Programming Beebots**	**Creating media: digital imagery**		**Data handling**	**Online safety**
Music PPA Cover						

Creating with Materials	**Children will learn to:** Name colours and experiment with mixing colours, choosing colours for a purpose. Create simple representations of people and objects. Draw and colour with pencils and crayons. Role play using given props and costumes. Explore different techniques for joining materials, glue sticks and PVA Know how to work safely and hygienically. Use construction materials Adapt their work where necessary	**Children will learn to:** Experiment with different mark making tools such as art pencils, pastels and chalks Explore different techniques for joining materials (glue sticks, PVA, masking tape, tape, split pins) Know the names of tools. Use natural objects to make a piece of arts. Share creations and talk about the process. Make props and costumes for different role-play scenarios Share creations, talk about processes and evaluate their work	**Children will learn to:** Explore which prime colours you mix together to make secondary colours Plan what they are going to make (construction, junk modelling) Draw more detailed pictures of people and objects Manipulate materials Create observational drawings Explore some similarities and differences between materials To learn about and compare artists To explore, use and refine a variety of artistic effects to express their ideas and feelings

Being Imaginative and Expressive	Sing and perform entire nursery rhymes Experiment with different instruments and their sounds Talk about whether they like or dislike a piece of music Create musical patterns using body percussion Use costumes and resources to act out narratives. Sing songs in our Christmas performance	Create musical patterns using un-tuned instruments Begin to create costumes and resources for role play. Associate genres of music with characters and stories.	Move in time to music Learn dance routines Act out well known stories Follow a musical pattern to play tuned instruments Create narratives based around stories Know and perform some poems.