

The Characteristics of Effective Learning run throughout the provision.

Children's Wellbeing and Involvement in the setting is observed and monitored using **The Leuven Scales**; additional support is provided as needed.

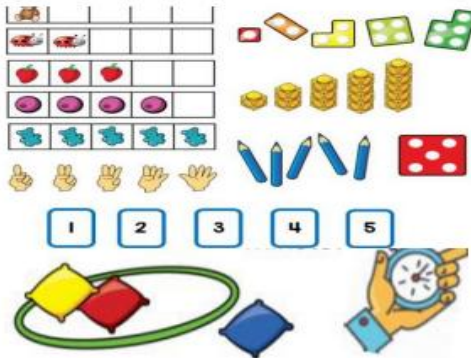
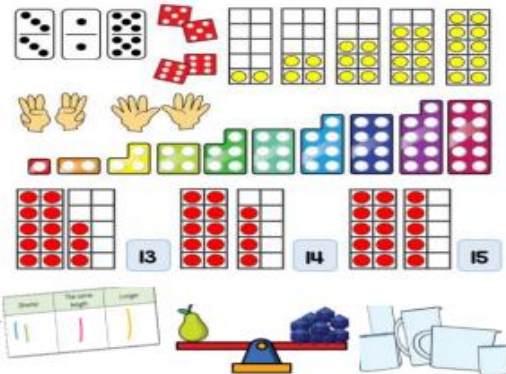
2026-2027	Autumn 1 (8 wks)	Autumn 2 (7 wks)	Spring 1 (6 wks)	Spring 2 (5 wks)	Summer 1 (7 wks)	Summer 2 (7 wks)
Topic	Starting School All About Me	Eye Spy... Autumn The Wheels go round and round	All at Sea	Eye Spy...Spring 54321 Blast Off!	Once Upon a Time	All Creatures Great and Small
Literacy Texts (Texts might change in response to children's interests).	Phase 1 Meg and Mog	Phase 1 Pumpkin Soup (Autumn themed)	Phase 2 The Great Explorer	Phase 2 Night Monkey Day Monkey	Phase 3 The Three Little Pigs	Phase 3 What the Ladybird heard
	Phase 1 Owl Babies	Phase 1 – more sentence structures Naughty Bus	Phase 2 Lost and Found	Phase 2 Whatever Next	Phase 3 The little Red Hen	Phase 3 consolidate Tad
	Phase 1 We're Going to Find the Monster	Phase 1 – more sentence structures The Magic Train ride	Phase 2 Night Pirates	Phase 2 – consolidate On the Way back home	Phase 3 Handa's Surprise	Phase 3/4 Monkey puzzle
Daily Storytime						
PRIME AREA 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. EYFS: Welcome Programme for Understanding of Vocabulary. Northamptonshire Speech screening materials as needed.					

EYFS / Year One Long Term Curriculum 2026-2027



SPECIFIC AREA Literacy	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).					
Literacy EYFS	Initial sounds and final sounds -Mark making using a range of tools. Large and small scale movements. -Copying and creating own line patterns. -Talking about their marks – adult acting as scribe. -Begin to write own name. -Introduce daily handwriting when ready.	CVC following SSP progression, including digraphs, e.g. sh, th. -Writing initial sound of words – continue linking writing to phonics teaching. -Routinely write own name. -Daily handwriting (kinetic letters) -Model use of sound mats, tricky words and phonic displays.	Phrases linking to SSP: a ship, that cat, best dress, red bag, fat rat, hot chips -Segmenting the sounds in words to write down. -Using ‘sound button fingers’ with adult support/modelling. -VC/CVC words including vowel digraphs. -Spelling Tricky words. -Daily handwriting (kinetic letters) -Model use of sound mats, tricky words and phonic displays. -Model use of finger spaces. -Model word counting in oral rehearsal.	Sentence stem using known ‘tricky’ words from SSP: It is (a frog). I can see (a red flag). He has (the bell). -Segmenting the sounds in words to write down. -Using ‘sound button fingers’ with increasing independence. -VC/CVC words including vowel digraphs. -Spelling Tricky words. -Daily handwriting (kinetic letters) -Model use of sound mats, tricky words and phonic displays. -Model use of finger spaces. -Model word counting in oral rehearsal. -Model the use of capital letters to start a sentence and a full stop to end it.	Sentence Stem developing increased independence with hold a sentence: You are (high up in the tree). Look at the (brown car). -Saying a sentence out-loud. -Clear spaces between words. -Spelling Tricky words -Daily handwriting (kinetic letters) -Model use of sound mats, tricky words and phonic displays. -Model use of finger spaces. -Model word counting in oral rehearsal. -Model the use of capital letters to start a sentence and a full stop to end it.	Independently write simple phrases and sentences using phonic knowledge and using finger spaces. Form most letters correctly, including capital letters. -Saying a sentence out-loud. -Writing simple sentences and phrases. -Clear spaces between words. -Spelling Tricky words. -Daily handwriting (kinetic letters) -Model use of sound mats, tricky words and phonic displays. -Model use of finger spaces. -Model word counting in oral rehearsal. -Model the use of capital letters to start a sentence and a full stop to end it.
Writing Y1	Phase 1: Hold and Write a Sentence. Generate a simple sentence. Combine simple sentences to form a series of sentences. Skills: _____ Capital letter, full stops, finger spaces, correct letter formation, letters correctly orientated on the line, writing continually and correctly on the line.		Phase 2: Generate cohesion couplets to sustain an idea. Skills: _____ Phase 1 skills accurate and consistent. Cohesion.		Phase 3: Introduce sentence complexity. Sustain cohesion with the introduction of a conjunction – ‘and’. Develop to approx. 50 words. Skills: _____ Use of the conjunction ‘and’. Questions. Exclamations.	
PHONICS	Little Wandle Autumn 1 Group Reading	Little Wandle Autumn 2 Group Reading	Little Wandle Spring 1 Group Reading	Little Wandle Spring 2 Group Reading	Little Wandle Summer 1 Group Reading	Little Wandle Summer 2 Group Reading

PRIME AREA 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 help 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 .					
Kinetic Letters EYFS	Learn the six physical movements for writing letters. Dominant hand; friendly fingers. Learn routine for the correct pencil grip. Animal strong body poses. FMS manipulatives.	Individual whole body letter shapes using the six physical movements for writing. Establish pencil grip. FMS manipulatives.	Friendly fingers to write letter families OWN NAME with correct formation.	Individual letter errors including name.	Individual letter errors including name. Sustained correct letter formation in words and short sentences. Capital letters.	
Kinetic Letters Y1	Revision of 6 part-letter shapes and strong body poses. Pencil grip Numbers Capital Letters Revise all letter families – all to be correctly formed. Orientation of letters correctly on the line with clear ascenders and descenders.		Individual targeted support for correct formation of letters. Continue to teach Capital Letter formation as needed. All letters to orientate correctly on the line for two or more sentences.		Continue to teach Capital Letter formation as needed. All letters to orientate correctly on the line. Sustained for 3 or more sentences. Presentation. Expectations cross-curricular.	
Physical Development: PE	Pacesetters Coaching Sessions Dance Me and Myself	Gymnastics Ball Skills	Dodgeball Fun and Games	Gymnastics Working with others	Movement Development Fitness / Maypole	Outdoor Adventure Activities Athletics

SPECIFIC AREA Mathematics	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 .					
Maths EYFS	Baseline: Wk 1,2- Getting to Know You Wk 3,4- Match, Sort and Compare. Wk 5, 6- Talk about Measures and Patterns. Wk 7,8 - It’s Me 123	Wk 1- It’s Me 123 Wk 2- Circles and Triangles Wk 3,4- 1 2 3 4 5 Wk 5- Shapes with 4 sides. Evaluate & Update AF	Wk 1,2- Alive in 5 Wk 3- Mass and Capacity. Wk 4,5- Growing 6,7,8 Wk 6-Length, Height and Time	Wk 1,2,3- Building 9 and 10. Wk 4,5- Explore 3-D Shapes. Evaluate & Update AFL	Wk 1,2- To 20 and Beyond. Wk3- How many now? Wk 4,5-Manipulate, Compose and Decompose. Wk6- Sharing and Grouping	Wk 1- Sharing and Grouping contd. Wk2- Visualise Build& Map. Evaluate & Update AFL/ EYFSP Wk 5,6- Visualise, Build and Map. Wk 7- Make Connections
Key Mathematical Representations.						
	All learning is based on The 5 Principles of Counting , taught specifically and woven through our Continuous Provision.					
Maths Y1	W1,5-Number: Place Value within 10 Wk6,7-Number: Addition and Subtraction within 10	Wk1,2,3-Number: Addition and Subtraction within 10 contd. Wk4-Geometry: Shape. Evaluate & Update AFL	Wk1,2,3-Number: Place Value within 20. Wk4,5,6-Number: Addition and Subtraction within 20	Wk1,2-Number: Place Value within 50. Wk3,4,5- Measurement: Length and Height. Mass and Volume. Evaluate & Update AFL	Wk1,2,3-Number: Multiplication and Division, Wk4,5-Number: Fractions. Wk6-Geometry: Position and Direction.	Wk1,2-Number: Place Value within 100. Wk4-Measurement: Money. Wk5,6- Measurement: Time. Evaluate & Update AFL

SPECIFIC AREA
**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** increase 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.

Understanding the World	My Family / birthday My house / school / village. My five senses. Smell, Touch, Taste, Sight, Hearing Changes from a baby	Seasonal changes – Autumn transition to Winter. Looking closely at tree leaves and seeds. Naming trees – Deciduous; Horse chestnut / Conkers. Oak / acorn. Evergreen; Holly, Fir Our country: know that they live in a village in England.	Exploring uses of water and ice. Everyday materials -wood, paper, plastic, fabric. Sea creatures. Boats and water travel. Maps Contrasting environment to the UK – North Pole / Antarctica.	Exploring the properties of materials from last term – waterproof, transparent. Making Observations. Seasonal changes – Transition from Winter to Spring. Spring Trees and flowers.	Maps and features in a landscape. Planting a seed. Life-cycle. Seed, Leaf, Stem, Roots Contrasting environment to the UK – ideas Africa, Rainforest, Arctic	Features of minibeasts and animals. Sorting and grouping. Mammals, Fish, Birds, Amphibians, Reptiles Life-cycle. Habitats. Seasonal Changes Visit St. Etheldreda
Science Y1	Humans: Body Parts	Plants: Trees	Everyday Materials: Naming Materials	Everyday Materials: Properties of Materials	Plants: Flowering Plants	Animals: 5 Vertebrate groups and naming key features.
History Y1	Florence Nightingale			Neil Armstrong		St. Etheldreda – historical significance to the local community
Geography Y1		Local environment study	Contrasting environment to the UK – North Pole / Antarctica.		Contrasting environment to UK – Africa	

Seasonal Changes. UK Countries

Vocabulary of passing of time – yesterday, tomorrow, last week etc. Changes over time – baby, toddler, now, new life.

Contrasting environments to the UK also discussed through different stories, information books, children's shared personal experiences of travel.

**LEARNING AND
FLOURISHING
TOGETHER**

RE		Who do Christians say made the world? (Harvest) (Y1 – Unit7)	Why do Christians perform nativity plays at Christmas? (EYFS – Unit2)	Why is the word God so important to Christians? (EYFS – Unit1)	Who is Jewish and how do they live? Part 1 (Y1 – Unit9)	Who am I? Where do we belong? (EYFS – Unit3)	What does it mean to belong to a faith community? (Y1 – Unit11)
		F6 What times/stories are special and why? (EYFS – Unit6) Religious Festivals and Celebrations. Fundraising and Charity.					
Spirituality Window: Learning about life. Exploring ideas Mirror: Learning from life. Reflecting on ideas and experiences. Door: Learning to live life. How do we respond to our reflections?		Seasonal Changes – Summer /Harvest My Family Marvellous Me People who care for us Learn lunch time and home time prayer.	Seasonal changes – Autumn Seasonal Art. Changes around us. Christmas and Christian Traditions	Seasonal Changes – Winter Changes around us. Our wonderful world.	Seasonal Changes – Early signs of Spring Changes around us. Earth, Moon and Stars. Mothering Sunday. Easter Bonnet Parade	Seasonal Changes – Spring New Life. Growing plants and food. Our wonderful world.	Seasonal Changes – Summer All creatures great and small.
SPECIFIC AREA Expressive 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. 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.					
Expressive Arts and Design	Including Art / DT	Kapow Scheme DT	Kapow Scheme A&D	Kapow Scheme DT	Kapow Scheme A&D	Kapow Scheme DT	Kapow Scheme A&D
		Structure: Junk Modelling	Drawing: Marvellous Marks	Textiles: Bookmarks	Paint and Mixed Media: Paint my World	Structures: Boats	Sculpture and 3D: Clay.
		Seasonal Art	Seasonal Art		Seasonal Art		Seasonal Art
		Alongside direct teaching, opportunities for creative expression are planned for within the continuous provision enabling children to act on their imaginative and creative impulses using a wide range of resources, using different art and craft techniques as well as the work of different artists as a stimulus. Kapow Scheme: Seasonal Crafts and Projects.					
	Including Music	Introducing Beat How can we make friends when we sing together?	Singing in harmony: Nativity Learning Nativity Songs for performance.	Introducing Tempo & Dynamics How does music make the world a better place?	Combining Pulse, Rhythm and Pitch How does music help us to understand our neighbours? Learning Easter Songs for performance.	Having Fun with Improvisation What songs can we sing to help us through the day?	Explore Sound and Create a Story How does music teach us about looking after our planet?
Alongside direct teaching, opportunities for music are planned for within the continuous provision, including carpet-times, for children to create music using their voice, instruments and other resources.							

EYFS / Year One Long Term Curriculum 2026-2027



Computing EYFS	ICT is used to support children's learning and communication across all the different areas of learning as appropriate (Mini Mash, ipads, beebots, smartboard).					
Computing Y1	Introduction to Purple Mash Creative Computing	Data Explorers	Creating and Following Instructions Animated Stories	Coding	Technology Around Us	Making Beats Robotics with Mai-Z MouseBot
Online Safety.						
PRIME AREA 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.					
PSHE (Heartsmart)	Get Heart Smart Power Feelings Bingo What goes in, must come out Guess Who? Healthy Choices	Don't forget to let love in Pants Truth or Lies Would you Rather? Marshmallow Test Take care of me	Too much Selfie Isn't healthy! Who's Missing? The Smartest Giant in Town Who Looks After Me? Teamwork Monsters University Helping Boris	Don't hold on to what's wrong! Goldilocks and Baby Bear Forgiveness Fizz Chalk faces Disappointed Robots Builders and Wreckers	Fake is a mistake! The Best Me Don't Hide What's Inside! Mask Making Telephone Whispers Smile	'No Way Through' Isn't true! Mission Possible Tummy Talk Seeds of Potential Hearts that Dream Love a lot, Miss a lot

**Parental
Involvement**

Phonics workshop
Parents Evening Appointments.
Nativity
Termly Church service
Seasonal Walk.
Set-up **Tapestry** on-line Learning Journal Accounts

Introduce Show and Tell
Everywhere Bear
Phonics Workshop
Parent's Evening Appointments.
Easter Bonnet Parade.
Termly Church service.
Seasonal Walk
Tapestry on-line Learning Journal.

Whole School Picnic / Summer Celebration
Whole School Outing / Visit
Termly Church service.
Seasonal walk
Tapestry on-line Learning Journal.

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. **Vocabulary:** Senses, Challenge, Curiosity, Initiating, Engaging, Representing, Acting, Asking, Seeking, Exploring, Pretending.

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. **Vocabulary:** Involved, Energy, Proud, Satisfied, Motivated, Process, Enjoying, Persisting, Trying, Focussing, Challenges, Attention, Effort, Concentrating, Fascinated, Persevering.

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. **Vocabulary:** Solving, Planning, Predicting, Strategies, Evaluating, Creating, Choosing, Ideas, Reviewing, New, Deciding, Checking, Testing, Patterns, Thinking, Problems, Linking, Sorting.