Evergreen Long Term Plan – Cycle A 2025/26

Evergreen	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Cycle A **2025-2026**	MY FAMILY MY WORLD	MAGICAL POTIONS	TREASURE ISLAND	SUPERHEROES	DOWN AT THE BOTTOM OF THE GARDEN	PAWS, CLAWS, TAILS AND WHISKERS
Possible context	Focus on myself within the family Toys	Halloween and other autumn celebrations	Pirates Journeys Maps Spring walk	People who help us Significant individuals	Native wildlife and plants Minibeasts Seeds, flowers, vegetables	Pets and farm animals
Key Text	The colour monster Owl Babies Dogger In every house on every street This is our house The house that Jack built	Room on the broom Winne the witch stories Potion commotion	Pirates love underpants The night pirates Katie Morag stories	Emergency by Margaret Mayo and Alex Ayliffe Supertato A Superhero Like You by Dr Ranj Singh	The tiny seed The very hungry caterpillar What the ladybird heard Arghhh! Spider	Not Norman Tabby McTatt Hairy McClary
English	Feelings and emotion writing Speech bubbles	Instruction writing – How to make a potion Letters to Santa	Character description of a pirate Diary entry of a pirate	Fact file on a 'real' superhero i.e. police man, firefighter, nurse etc Acrostic poem	Story map and innovate short story Recount – Butterfly farm trip?	instruction writing... How to look after a pet Non-chronological report on an animal

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Reading	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle
Maths	tailored mathematical goals that support a broad range of abilities, from early counting, number recognition, and practical problem-solving, through to National Curriculum objectives, including number and calculation, geometry (shape, space, and measure), and using and applying mathematics.					
Understanding the World (UW)	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past Explore the natural world around them.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different way	Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Recognise some environments that	compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community.

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	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.		are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.			
Science	**Animals including humans** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Seasonal Change Observe changes across the four seasons Observe and describe weather	**Seasonal Change** Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	**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		**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 flowering plants, including trees. Animals including humans Identify and name a variety of common	**Animals including humans** Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the

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	associated with the seasons and h		on the basis of their simple physical properties.		animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
	Seasonal change content delivered through the year					
Working Scientifically	• 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.					
History	changes within living memory Old and new toys	Changes within living memory. Celebrations in the past		The lives of significant individuals in the past who have contributed to national and international		

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				achievements. Florence Nightingale (Long ago) Neil Armstrong (recent) Greta Thunberg David Attenborough (Now)		
Geography	Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm,	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	Locational knowledge Name and locate the world's seven continents and five oceans Geographical skills and fieldwork 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,		Geographical skills and fieldwork 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 simple fieldwork and observational skills to study the	

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	house, office, shop		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		geography of their school and its grounds and the key human and physical features of its surrounding environment	
Religious Education		Expressing Joy – The Nativity and the Story of Christmas		Caring for others, animals and the environment – people who care for us	Appreciating Beauty –nature and seasons	

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PSED	The World I Live In; own identity, including their likes, dislikes, strengths, and interests, while learning to understand, appreciate, and respect differences in themselves and others		Managing Feelings to recognise and understand their own feelings, explore different emotions, and begin to manage how they respond to them		Healthy Lifestyles: Healthy eating healthy eating, making good food choices, understanding how food helps their bodies grow and stay strong, and developing habits that support their wellbeing.	
Art	Self portraits To use drawing, painting 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	Kandinsky Christmas Trees Painting – Colour, form, space Know 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. (Calendars)	J. M. W. Turner To use drawing, painting and collage to develop and share their ideas, experiences and imagination linked to pirates and treasure. To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.		Observation drawing - flower 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	

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Art	• 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
Music	Children 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 interrelated dimensions of music