YEAR R/1 Version 1 4.6.25	Cycle B 2026-27					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	MARVELLOUS ME	SPARKLY AND SHINY	DINOSAURS	TRADITIONAL TALES	BORN TO BE WILD HOT LANDS	BORN TO BE WILD COLD LANDS
Contexts	Myself and my emotions	Christmas and other autumn celebrations	Extinct animals	Three Little Pigs Goldilocks	Non-native animals and plants	
Songs and Rhymes	If you're happy and you know it I'm a little teapot 12345, once I caught a fish alive Hush Little Baby	Twinkle, twinkle little star I hear thunder Rain, rain go away London's burning Jack be nimble	10 fat sausages 10 in a bed One two buckle my shoe Lucy locket Goosey goosey gander	Dingle dangle scarecrow Pat a cake Doctor Foster Cobbler Cobbler The grand old Duke of York Humpty Dumpty	Five little monkeys Five little specked frogs Horsey Horsey don't you stop You are my sunshine	Row row row your boat Oh dear, what can the matter be? Lavender's blue Hey diddle diddle
Key Texts	Our class is a family What makes me me What I like about me	We're Going on a Leaf Hunt by Steve Metzger We're Going on a Leaf Hunt by Steve Metzger Fireworks and Fairydust by Lindsey Jayne Ashford Stick Man by Julia Donaldson & Axel Scheffler The Christmas Pine by Julia Donaldson & Victoria Sandøy	Tom and the Dinosaur Egg by Ian Beck A Dinosaur Called Tiny by Alan Durant & Jo Simpson	Three Little Pigs Goldilocks	Oliver's vegetables Handa's Surprise We All Went on Safari by Laurie Krebs & Julia Cairns Meerkat Mail by Emily Gravett We're Roaming in the Rainforest by Laurie Krebs & Anne Wilson	Lost and Found The Emperor's Egg by Martin Jenkins & Jane Chapman Poles Apart by Jeanne Willis & Jarvis
Communication and Language EYFS	**Listening, Attention and Understanding** Listen to and join in with songs, stories, and routines. Develop attention in small group activities. Understand and follow simple instructions. **Speaking** Use talk to share needs and interests. Begin to speak in full sentences. Use new vocabulary from stories and play.	**Listening, Attention and Understanding** Listen carefully to adults and peers in small groups. Respond appropriately to simple questions (what, where). Understand basic story structure and language. **Speaking** Use longer sentences (4–6 words). Retell simple events or experiences. Begin using connectives like "and" or "because".	**Listening, Attention and Understanding** Listen and respond in larger group settings. Ask questions to find out more. Follow two-part instructions. **Speaking** Use descriptive language in role-play or talk. Begin storytelling with simple characters or events. Use new vocabulary in context.	**Listening, Attention and Understanding** Maintain attention and focus during longer carpet times. Understand and talk about how and why questions. Respond to "how do you know?" or "what might happen next?" **Speaking** Speak in full, grammatically correct sentences. Connect ideas using sequencing language (first, then, next). Participate confidently in small group discussions.	**Listening, Attention and Understanding** Follow multi-step instructions independently. Listen, respond, and build on others' ideas. Understand more complex vocabulary from stories and teaching **Speaking** Use newly learned vocabulary to explain and describe. Retell familiar stories with expression and sequence. Use talk to reason, solve problems, and explain thinking.	**Listening, Attention and Understanding** Sustain focus, listen actively in whole-class discussions. Understand a range of questions and vocabulary. Apply understanding across the curriculum. **Speaking** Express ideas clearly and confidently in front of others. Use past, present and future tenses appropriately. Share opinions, stories, and explanations with confidence.
Literacy EYFS	Listening to and joining in with rhymes and stories. Recognising own name and some familiar print. Mark-making for meaning Understand that print carries meaning. Develop phonological awareness: rhyme, alliteration, syllables.	Recognising letters and sounds (Phase 2 GPCs). Writing letters with correct formation. Listening for initial sounds in words. Hear and say initial sounds. Begin segmenting and blending CVC words orally. Write labels or captions using phonic knowledge. Enjoy repeated patterned stories and begin to recall phrases.	Secure Phase 2 phonics; introduce Phase 3. Begin to blend to read simple words and sentences. Segment and write CVC words (e.g. cat, dog, tap). Begin writing simple captions/sentences with support. Read simple books matched to phonics. Retell familiar stories using language patterns.	Continue learning Phase 3. Use phonics to write sentences that can be read by others. Use capital letters and full stops with support. Sequence stories and talk about characters/events.	Re-read writing to check it makes sense. Spell regular words using GPCs and some common exception words. Form all lower-case letters correctly. Use known stories to inspire own writing	Consolidate ELG-level reading and writing. Write more extended pieces with independence. Write simple sentences that are sequenced to form short narratives. Use spaces, capital letters, and full stops mostly correctly. Read and understand simple sentences fluently. Read books consistent with their phonics level and taught tricky words.
Literacy EYFS	**Phonics and Drawing Club**	**Phonics and Drawing Club**	**Phonics and Drawing Club**	**Phonics and Drawing Club**	**Phonics and Drawing Club**	**Phonics and Drawing Club**
English	Character Profiles-Yourself Acrostic Poems-Class/Family	Information Text-Staying safe on Bonfire Night-Onomatopoeia	Non-Chronological Report-Dinosaur Letter Writing-To a dinosaur	Short Stories-Twist on a traditional tale Instructions-How to make porridge	Setting Description-Rainforest Diary Entry-Handa	Adventure Story-Lost and Found

		Christmas Lists				Oral Report-News report from a polar expedition
Maths EYFS	Baseline/Getting to know youMatch, sort and compare Talk about measure and patterns It's me, 1, 2, 3 Circles and Triangles 1,2,3,4,5		Shapes with 4 sides Alive in 5 Mass and Capacity Growing 6,7 and 8 Length, Height and Time Building 9 and 10		Building 9 and 10 (cont) Explore 3D shapes To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map	
Maths Y1	Place Value within 10 Addition and Subtraction within 10		Shape Place Value within 20 Addition and Subtraction within 20 Place Value within 50		Length and Height Mass and Capacity Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time	
Understanding the world EYFS	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. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on 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 ways.	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.	Compare and contrast characters from stories, including figures from the past.	Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.	Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past. Recognise some environments that 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 associated with the seasons and how day length varies.	**Animals including humans** Identify and name a variety of common animals that are carnivores, herbivores and omnivores	**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.	**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 fish, 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 (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.					
Computing	Technology around us	Moving a robot	Grouping Data	Digital Writing	Programming	Animations
Online Safety	Self-Image and Identity Online Relationships Online Reputation		Online Bullying Managing Online Information Health, Well-being and Lifestyle		Privacy and Security Copyright and Ownership	
History		**Changes within living memory.**	**Events beyond living memory that**			**Events beyond living memory that are**

		Celebrations in the past	**are significant nationally or globally** The extinction of the dinosaurs			**significant nationally or globally** Scott's voyage to Antarctica
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, house, office, and shop	**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			**Locational knowledge** Name and locate the world's seven continents and five oceans **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 **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	
RE	SACRE: KS1: How might your religion or worldview be seen in the choices you make?		SACRE: KS1: Where do people turn for guidance in life?		SACRE: KS1: Ho do people with similiar religion and worldviews share and celebrate their beliefs?	
Creative arts and design EYFS	Experiment freely with mark making using different tools (paint, pencils, crayons)Explore colours and begin to mix them (primary colours) Use glue, tape and other tools to join materials with support Engage in simple role play based on real-life experiences (e.g. home corner)	Mix more colours and begin to use texture (e.g. collage, printing, rubbings) Explore different materials for sculpture or construction (e.g. junk modelling) Use materials to represent thoughts and ideas (e.g. building a rocket from blocks) Develop narratives in play (e.g. "we're rescuing the animals")	Combine materials and media for effect (e.g. glitter and paint, fabric and card) Talk about the process of creation and what they might do differently Use props and costumes to enhance role play Show increasing confidence in performing songs, rhymes or role play scenes	Plan what they want to make and select appropriate tools and materials Refine designs with increasing care and purpose Talk clearly about what they've made and why they made certain choices Extend narratives and incorporate learned stories into imaginative play	Safely use and explore a wide range of materials, tools and techniques Experiment confidently with colour, design, texture, form and function Share creations and explain the process used Use props and materials to act out characters in well-developed narratives	
DT – In Provision	**Design** Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria					
DT – Taught Units				**Cooking and Nutrition** Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from (Porridge)		
Art – In provision	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					

Art – Taught Units	**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	**Van Gogh Starry Night** Painting- form and 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)	**Dinosaur eyes** To use a range of materials creatively to design and make products To use sculpture to develop and share their ideas, experiences and imagination **Dinosaur scales** (Colour mixing and printing) To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		**Observation drawing – Vegetable Pattern design (animal prints)** 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					
PSED EYFS	Show an understanding of their own feelings and begin to consider the feelings of others.Build constructive and respectful relationships. Manage basic hygiene needs with support. Express feelings using words and begin to manage emotions with adult support. Show resilience and perseverance in the face of challenge. Follow simple rules and understand right from wrong.		Show confidence in new social situations. Develop independence in meeting own care needs. Begin to understand how actions affect others. Work and play cooperatively and take turns. Form positive attachments to adults and peers. Talk about similarities and differences between people.		Identify and moderate own feelings socially and emotionally. Begin to solve minor conflicts with increasing independence. Understand consequences of behaviour. Show understanding of their own and others' feelings. Set and work towards simple goals, wait for what they want, and control impulses. Be confident to try new activities and show independence. Work and play cooperatively and form positive relationships.	
Jigsaw	Being Me in My World Year 1 Life Education Taking Care- Year 1	Celebrating Difference-Year 1	Dreams and Goals- Year 1	Healthy Me- Year 1	Relationships-Year 1	Changing Me- Year 1
Physical Development	Revise and refine fundamental movement skills (rolling, crawling, walking, jumping, climbing). Develop overall body strength, coordination and posture. Use large-muscle movements for whole-body mark-making and movement	Progress toward a fluent style of moving with control and grace. Begin developing precision when using tools. Use a comfortable grip with increasing control.	Continue to develop overall strength and stamina. Develop independence in managing buttons, zips, cutlery. Begin forming recognisable letters and shapes.	Develop confidence and control in movement and spatial awareness. Use tools with purpose and increasing accuracy (e.g. scissors, paintbrushes). Begin to hold a pencil with a tripod grip.	Show increasing control and accuracy in gross and fine motor movements. Form letters correctly and consistently. Confidently use a range of tools safely and with purpose.	Negotiate space and obstacles safely with balance and coordination. Demonstrate strength, balance and agility. Hold a pencil effectively in preparation for fluent writing. Use a range of small tools confidently and accurately.
PE	Outdoor and Adventurous Netball Football and Tennis		Volleyball Dance Fitness circuits and Gymnastics		Athletics Rounders Athletics sports day and Cricket	