

Half Term	Overarching Topic	Subject	Topic	Objectives	Foundational Skills (Progressive)	Seasonal Link	ELG / Development Matters	Year 1 Progression
Autumn 1	All About Me	Science	Humans	Name body parts; Talk about capabilities; Use senses; Keep healthy; Compare self	Recognise & name body parts; Identify senses; Explore movement; Describe self orally	Autumn weather; Dressing appropriately	UW: People & Communities / Natural World	Year 1: Label body parts, identify senses, simple health concepts
		English	The Colour Monster Owl Babies Funny bones Guess how much I love you	Talk about self; Sequence day; Describe family; Begin forming letters	Recognise own name; Hold pencil; Oral storytelling; Begin forming letters	Autumn routines	C&L / Literacy: Writing	Year 1: Write simple sentences about self, labels, captions
		History	All About Me (Past & Present)	Discuss personal past; Compare baby & now; Sequence events; Recognise change	Discuss personal past; Sequence events; Compare baby & now	Autumn traditions	UW: Past & Present	Year 1: Compare past & present, simple timelines
		RE	Unit 1 Why is the word God so important to Christians?	In this unit, pupils are introduced to some key beliefs for Christians such as creation, stewardship and God.				Units 7, 12, 23, 24, 34 that explore creation/stewardship Units 10, 20 and 31, that explore Christian ideas about God
		PSHE		Planting Our Food x2 Cities, Towns, Land and Sea x2 Gentle Hands and Hearts x2				
		Art / DT						

Maths – Long Term plan for maths supported by NCTEM Following White Rose Maths and Mastering Number.

R.E – Follow Natre planning progression document with ELG coverage in each lesson.

PSHE – Follow Lifewise planning progression document with ELG coverage in each lesson.

ART/DT – Following the Year 1 programme of study for years – Year A 2025-2026 and Year B- 2026- 2027. The planning has been adapted for EYFS input linking to expressive arts and design ELG and their required skills.

Half Term	Overarching Topic	Subject	Topic	Objectives	Foundational Skills (Progressive)	Seasonal Link	ELG / Development Matters	Year 1 Progression
Autumn 2	Celebrations & Light	Science	Easy Chemistry	Mix ingredients; Observe changes; Compare materials; Explore hot/cold	Explore mixing & changes; Compare materials; Predict outcomes	Colder weather; Ice/frost	UW: Natural World	Year 1: Compare materials, simple experiments, discuss outcomes
		English	Rama & Sita Stickman The Jolly Christmas Postman	Retell stories; Sequence events; Write captions	Sequence events orally; Retell stories; Begin writing captions	Festivals & celebrations	Literacy: Writing	Year 1: Write sentences about events/celebrations
		Geography	Me, My Family & Home	Talk about family; Describe home; Use positional language; Recognise familiar places	Describe family & home; Use positional words; Begin mapping familiar areas	Autumn observations	UW: People, Culture & Communities	Year 1: Simple maps of home/classroom, locate features
		RE	Why do Christians perform Nativity plays at Christmas? Why is Christmas special for Christians?	In this unit, pupils will build on their understanding of some key beliefs for Christians and learn the key events from, and beliefs linked to, the Christmas story. They will begin to understand that some stories change over time and that it is important for believers to return to and study the original text.				Unit 1, exploring Christian ideas about God Unit 4 that explores Easter Units 8, 20
		PSHE		Taking Good Care of Myself x2 Being Curious x2 Managing Feelings x2				
		Art / DT						

Maths – Long Term plan for maths supported by NCTEM Following White Rose Maths and Mastering Number.

R.E – Follow Natre planning progression document with ELG coverage in each lesson.

PSHE – Follow Lifewise planning progression document with ELG coverage in each lesson.

ART/DT – Following the Year 1 programme of study for years – Year A 2025-2026 and Year B- 2026- 2027. The planning has been adapted for EYFS input linking to expressive arts and design ELG and their required skills.

Half Term	Overarching Topic	Subject	Topic	Objectives	Foundational Skills (Progressive)	Seasonal Link	ELG / Development Matters	Year 1 Progression
Spring 1	People Who Help Us	Science	Materials	Name materials; Sort; Explore texture/hardness; Compare weight	Identify & sort materials; Compare properties	Winter/Spring	UW: Natural World	Year 1: Name materials, describe properties, simple investigations
		English	Zog and the Flying Dcotor The Gruffalo Police officers on patrol	Describe characters; Retell stories; Use story language; Begin writing sentences	Retell orally; Describe characters; Listen & respond	Winter environment	Literacy: Writing	Year 1: Write sentences about people & jobs
		History	People Who Help Us	Identify jobs; Compare past/present roles; Sequence events	Discuss roles; Compare past & present	Spring events	UW: Past & Present	Year 1: Compare past & present occupations
		RE	Being special: where do we belong?	The children will develop their personal knowledge by reflecting upon the things that are special to many Christians, Hindus and Muslims and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby and how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.				Unit 1 and 2, exploring Christian ideas about God Unit 11 that explores community Unit 27, 29 and 39 that explore Hindu Dharma, beliefs about God and what it might be like to be a Hindu in Britain today Units 15, 17, 21 and 32 that explore what it means to be a Muslim.
		PSHE		Sleep x 2 The Great Outdoors x2 Trusted Adults x2				
		Art / DT						
<i>Maths – Long Term plan for maths supported by NCTEM Following White Rose Maths and Mastering Number.</i>								

<p><i>R.E – Follow Natre planning progression document with ELG coverage in each lesson.</i> <i>PSHE – Follow Lifewise planning progression document with ELG coverage in each lesson.</i> <i>ART/DT – Following the Year 1 programme of study for years – Year A 2025-2026 and Year B- 2026- 2027. The planning has been adapted for EYFS input linking to expressive arts and design ELG and their required skills.</i></p>								
Half Term	Overarching Topic	Subject	Topic	Objectives	Foundational Skills (Progressive)	Seasonal Link	ELG / Development Matters	Year 1 Progression
Spring 2	Minibeasts and Growing	Science	Life Cycles	Observe animals/plants; Sequence growth; Care for living things	Observe life cycles; Sequence stages; Care for living things	Spring growth & new life	UW: Natural World	Year 1: Describe life cycles, plant growth, animal care
		English	The very hungry caterpillar What the ladybird heard Jack and the beanstalk	Describe creatures; Sequence life stages; Labels & simple sentences	Retell orally; Label; Write simple sentences	Spring festivals	Literacy: Writing	Year 1: Write sentences about animals & plants
		Geography	Our School	Describe classroom spaces; Follow routes; Recognise features; Use positional language	Describe areas; Follow routes; Recognise features	Winter/Spring observation	UW: People, Culture & Communities	Year 1: Map classroom & school, use compass directions
		RE	Why do Christians put a cross on their Easter Garden? Why is Easter special to Christians?	In this unit, pupils further develop their understanding of some key beliefs for Christians from units 1 and 2 by finding out about the key events in the Salvation story (from Palm Sunday until Easter Day). They will build on their exploration of signs and symbols from unit 3 by exploring signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.				Units 1 and 2, exploring Christian ideas about God Units 16, 28 and 40 that explore Christian beliefs about salvation
		PSHE		Animals x2 Fire Safety x2 Water Safety x2				
		Art / DT						
<p><i>Maths – Long Term plan for maths supported by NCTEM Following White Rose Maths and Mastering Number.</i></p> <p><i>R.E – Follow Natre planning progression document with ELG coverage in each lesson.</i> <i>PSHE – Follow Lifewise planning progression document with ELG coverage in each lesson.</i></p>								

ART/DT – Following the Year 1 programme of study for years – Year A 2025-2026 and Year B- 2026- 2027. The planning has been adapted for EYFS input linking to expressive arts and design ELG and their required skills.

Half Term	Overarching Topic	Subject	Topic	Objectives	Foundational Skills (Progressive)	Seasonal Link	ELG / Development Matters	Year 1 Progression
Summer 1	Traditional Tales	Science	Plants	Identify parts; Plant seeds; Observe growth; Discuss needs	Name plant parts; Observe growth; Discuss needs	Summer weather	UW: Natural World	Year 1: Label plant parts, record observations, understand conditions
		English	The three little pigs Goldilocks We're going on a bear hunt	Retell stories; Sequence events; Use story language; Write sentences	Retell orally; Sequence events; Begin writing sentences	Summer growth	Literacy: Writing	Year 1: Write sequenced sentences about stories
		History	Then and Now	Compare past & present toys; Homes & transport; Use before/after	Discuss changes; Sequence events	Summer holidays	UW: Past & Present	Year 1: Describe changes over time, simple timelines
		RE	Units 1 and 2, exploring Christian ideas about God Units 16, 28 and 40 that explore Christian beliefs about salvation	This unit builds on learning about Muslims and Christians and focuses on special places. Pupils develop their personal knowledge by reflecting upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims.				Units 1, 2 and 4, exploring Christian beliefs Unit 18 that explores special places
		PSHE		Follow My Lead x2 Making Mistakes x2 Road Safety x2				
		Art / DT						

Maths – Long Term plan for maths supported by NCTEM Following White Rose Maths and Mastering Number.

R.E – Follow Natre planning progression document with ELG coverage in each lesson.

PSHE – Follow Lifewise planning progression document with ELG coverage in each lesson.

ART/DT – Following the Year 1 programme of study for years – Year A 2025-2026 and Year B- 2026- 2027. The planning has been adapted for EYFS input linking to expressive arts and design ELG and their required skills.

Half Term	Overarching Topic	Subject	Topic	Objectives	Foundational Skills (Progressive)	Seasonal Link	ELG / Development Matters	Year 1 Progression
Summer 2	Seaside & Animals	Science	Animals	Name animals; Sort by habitat; Observe behaviour; Care for creatures	Classify animals; Describe habitats; Care for animals	Summer signs; insects	UW: Natural World	Year 1: Classify animals, describe habitats, understand needs
		English	Commotion in the ocean The snail and the whale Sharing a shell	Retell journeys; Describe characters; Sequence events; Write sentences	Retell orally; Describe; Sequence; Write sentences	Summer holidays	Literacy: Writing	Year 1: Write simple narratives about animals & settings
		Geography	Our Local Area	Identify local features; Map simple routes; Use directional language	Observe features; Simple mapping	Summer environment	UW: People, Culture & Communities	Year 1: Create maps with symbols & labels
		RE	Which stories are special and why?	In this unit, pupils further develop their personal knowledge by considering the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer.				Personal knowledge explored in unit 3 Unit 13 and 14 that explore Christian stories linked to the Gospel concept Units 9 and 33 that explore Jewish stories and the importance of the Torah for Jewish people.
		PSHE		Sharing x2 Marching to the Beat of your Own Drum x 2 Technology x2				
		Art / DT						

Maths – Long Term plan for maths supported by NCTEM Following White Rose Maths and Mastering Number.

R.E – Follow Natre planning progression document with ELG coverage in each lesson.

PSHE – Follow Lifewise planning progression document with ELG coverage in each lesson.

ART/DT – Following the Year 1 programme of study for years – Year A 2025-2026 and Year B- 2026- 2027. The planning has been adapted for EYFS input linking to expressive arts and design ELG and their required skills.

--	--

Half Term	Science Area	Science Objectives (6)	Half Term	Subject	Topic	6 Objectives (4 topic + 2 seasonal)
Autumn 1	Humans	<ol style="list-style-type: none"> 1. Name main body parts 2. Describe what body parts do 3. Use the five senses to explore 4. Understand ways to keep healthy 5. Notice seasonal changes in themselves (seasonal) 6. Talk about clothing/activities in autumn (seasonal) 	Autumn 1	History	All About Me (Past & Present)	<ol style="list-style-type: none"> 1. Talk about themselves and their family 2. Describe how they have changed since they were a baby 3. Sequence simple events in their own life 4. Compare baby objects with present-day objects 5. Talk about what they did in the summer vs now (seasonal) 6. Notice how daily life changes in autumn (seasonal)
Autumn 2	Easy Chemistry	<ol style="list-style-type: none"> 1. Explore mixing ingredients 2. Observe changes in materials 3. Compare hot and cold 4. Sort materials by property (hard/soft, heavy/light) 5. Explore frost/ice (seasonal) 6. Observe seasonal changes in day length (seasonal) 	Autumn 2	Geography	Me, My Family & Home	<ol style="list-style-type: none"> 1. Talk about who lives in their home 2. Describe rooms in their house 3. Use positional language (in, on, under, next to) 4. Draw or build a simple model of their home 5. Notice seasonal changes around their home (seasonal) 6. Talk about winter clothing and weather at home (seasonal)
Spring 1	Materials	<ol style="list-style-type: none"> 1. Identify materials (wood, plastic, metal, fabric) 2. Sort objects by material 3. Explore texture (rough/smooth) 4. Explore hardness and weight 5. Notice weather effects on materials (seasonal) 6. Observe snow/ice (seasonal) 	Spring 1	History	People Who Help Us	<ol style="list-style-type: none"> 1. Identify people who help us in school and community 2. Describe their roles (e.g. doctor, police, teacher) 3. Talk about how these roles help people 4. Compare helpers today with helpers in the past 5. Notice how helpers work in different weather (seasonal) 6. Talk about seasonal events that helpers support (seasonal)
Spring 2	Life Cycles	<ol style="list-style-type: none"> 1. Observe animals and plants growing 2. Sequence stages of life cycles 3. Compare baby and adult animals 4. Care for living things 5. Identify signs of spring (seasonal) 6. Observe new animal life (seasonal) 	Spring 2	Geography	Our School	<ol style="list-style-type: none"> 1. Identify key areas in the school 2. Describe what happens in different places 3. Follow simple routes around school 4. Use positional and directional language 5. Observe changes in the school environment in spring (seasonal) 6. Talk about outdoor areas in different weather (seasonal)
Summer 1	Plants	<ol style="list-style-type: none"> 1. Name parts of a plant 2. Plant seeds and bulbs 3. Observe plant growth 4. Identify what plants need to survive 5. Explore seasonal plant changes (summer) 	Summer 1	History	Then and Now	<ol style="list-style-type: none"> 1. Compare toys from the past and present 2. Talk about how homes have changed 3. Compare transport from past and present 4. Use language such as before, after, long ago, now 5. Talk about past vs present summer holidays (seasonal)

		6. Investigate outdoor environment (seasonal)				6. Notice how summer activities differ from other seasons (seasonal)
Summer 2	Animals	<ol style="list-style-type: none"> 1. Name common animals 2. Sort animals by habitat 3. Identify animal diets 4. Observe animal behaviour 5. Identify signs of summer in animals/insects (seasonal) 6. Explore seasonal changes in animals (summer) 	Summer 2	Geography	Our Local Area	<ol style="list-style-type: none"> 1. Identify features of the local area (shops, park, roads) 2. Talk about how people travel around the area 3. Compare different places in the local area 4. Create simple maps or models of the area 5. Observe plants and wildlife in summer (seasonal) 6. Talk about summer activities in the local area (seasonal)

Month	Events / Celebrations	Notes / EYFS Links	ELG / Development Matters Link
September	First Day of School – routines & making friends- Roald Dahl Day (13th Sep) – silly stories & characters- International Day of Friendship (21st Sep) – kindness & friendship- Harvest Festival – sharing & helping	Early self-awareness, communication & social skills, harvest and seasonal changes	PSED: Self-confidence & self-awareness, Managing feelings & behaviour, Making relationships
October	Apple Day – exploring fruits- National Hedgehog Awareness Week – caring for wildlife- Halloween – pumpkins, costumes, storytelling	Observing nature, animals, seasonal changes, creative expression	UW: The natural world; EAD: Exploring & using media & materials; C&L: Speaking
November	Bonfire Night (5th Nov) – fireworks & light- Diwali – festival of lights & rangoli- Remembrance Day (11th Nov) – poppies & remembrance	Seasonal changes, light & dark, cultural awareness, community	UW: People & communities, The natural world; PSED: Making relationships
December	Christmas – family traditions, songs & celebrations- Winter Solstice – seasonal change	Seasonal awareness, family & community, expressive arts	UW: People & communities; EAD: Being imaginative; PSED: Managing feelings & behaviour
January	New Year – new beginnings- RSPB Big Garden Birdwatch (Bird Week) – observing birds- Random Acts of Kindness Day – kindness & helping	Observing nature, caring for living things, social skills	UW: The natural world; PSED: Making relationships; C&L: Speaking
February	Chinese/Lunar New Year – dragons, lanterns & dancing- Pancake Day (Shrove Tuesday) – cooking & traditions- Valentine’s Day – friendship & kindness	Cultural awareness, sequencing events, social-emotional learning	UW: People & communities; C&L: Speaking; PSED: Making relationships
March	Mother’s Day – celebrating special people- St Piran’s Day (5th Mar) – Cornish culture & flags- Holi Festival – festival of colour- National Nest Box Week – helping birds	Cultural & community awareness, nature, seasonal changes, social skills	UW: People & communities, The natural world; PSED: Self-confidence & self-awareness
April	Easter – eggs, chicks & spring celebrations- St George’s Day (23rd Apr) – castles & legends- Earth Day (22nd Apr) – caring for nature	Life cycles, seasonal growth, caring for environment, storytelling	UW: People & communities, The natural world; EAD: Being imaginative; C&L: Listening & attention
May	- Walk to School Week – exploring local area & healthy routines- National Bee Day – pollinators & mini-beasts- VE Day (8th May) – remembering history	Local environment, mini-beasts, historical awareness, outdoor learning	UW: People & communities, The natural world; PD: Health & self-care; PSED: Making relationships
June	- World Ocean Day (5th Jun) – sea creatures & water play- Butterfly Education & Awareness Day – insects & habitats- Sports Day – races, teamwork & fun	Science of animals & habitats, seasonal growth, teamwork & PE	UW: The natural world; PD: Moving & handling, Health & self-care; PSED: Managing feelings & behaviour
July	- Transition to Year 1 – visits & celebrations- Summer activities – picnics, outdoor learning, local area exploration	Preparation for Year 1, reflecting on learning, outdoor play, seasonal awareness	PSED: Self-confidence & self-awareness; UW: People & communities; EAD: Being imaginative