

Cycle 1 Medium Term Planning

2025/2026

Whole school

Mathematical development

Days of the week

My school day

Sense of number- Numbers 1-5

Ordering numbers to 5

Every number can be made from 1

Part- part whole

2D shapes

Repeated patterns

Understanding of the world

Minibeasts

Seasonal changes - Autumn

Weather

Body part - what makes us special

Families

People who help us.

Literacy

The colour Monster starts school

I am a tiger

A superHero like you

Super Potato

Super Daisy and the Peril of Planet

Pea

EYFS Medium Term Plan Cycle 1 2025/2026

Communication and Language

Nursery

Copies expressions,
Enjoy listening to longer stories
Talk to others and begin to take turns
Show interest in play with sounds,
songs and rhymes

Begin to ask simple questions such as
'more water please?'

Reception

Begin to listen with increasing
attention
Learn new vocab and use new vocab
about ourselves.

Begin to understand how and why
questions
Describe events and places
Join in with repeated refrains
Show an increasing understanding of
prepositions

Personal, social and emotional

Being a member of the community

Select and use activities and resources

Show more confidence in new social
situations.

All about me

Teamwork

Rules and routines

How do we stay healthy - oral health

See themselves as valued individuals

Health and wellbeing

Expressive Art and Design

Taking part in pretend play

Developing complex stories using small world

Explore colour and colour mixing- link to Bonfire
night

Create collaboratively

Listen and appraise music

Sing in a group or on their own

Engage in music making

Sing a range of well known nursery rhymes and
songs

Celebrations/ special events

Harvest

Halloween

Bonfire night

Hanukkah

Physical Development

Large- muscle movements

Balance and coordination

Ball skills- throwing, catching, kicking
etc

Skills they need to manage the school
day- eg lining up, mealtimes

EYFS Literacy Map Cycle 1 2025/2026

Fiction:

Drawing club with focus on description and story telling.

Poetry:

We're going on a Bear Hunt

Non fiction

Diwali

Real life superheroes

Texts / Resources

Dear Zoo

The Three Little Pigs

We're going on a Bear Hunt

Goldilocks and the Three Bears

Not Now Bernard

Diwali

Sparks in the Sky

Where the Wild things are

The Gingerbread Man

Key focuses Nursery

Reading

- Begin to have a favourite book or rhyme
- Begin to join in with actions of a familiar song/rhyme or story
- Enjoy listening to stories

Writing

- Enjoy the sensory experience of making marks.
- Enjoy drawing and making marks on paper, sand and other materials

Key focuses Reception

Reading

- Develop understanding of well-known texts. Re-read to build understanding and embed.
- Repeat and use actions, words and phrases from familiar stories
- Begin to recognise familiar words and signs
- Look at books independently

Writing

- Imitate adults writing by making continuous lines of shapes and symbols
- Attempt to write their own name
- Include mark making and early writing in play
- Begin to give meaning to the marks they make

History

- *Know what a monarchy is.
- *Know who Henry VIII was.
- *Know who Elizabeth I was.
- *Know who Charles I was.
 - *Understand the importance of gender in the monarchy.
- *Know what helped monarchs establish and maintain power.

Geography

- *To know where the continents of the world are located.
- *To know where the oceans of the world are located.
- *To know how the distance from the sun affects the climate of a country
- *To know that the climate influences life in workplaces.
- *To compare the climate of Rio de Janeiro to that of London.

KS1 Medium Term Plan Cycle 1 2025/2026

Science

- 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, 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 which sense.

RE:

- *1.1 Who is a Christian and what do they believe?
- *1.2 Who is a Muslim and what do they believe?

Art & Design

Drawing: Make your mark

PSHE Relationships

- *Consent
- *Families and friendships
- *Safe relationships
- *Respecting ourselves and other.

Design and Technology:

Structures: Constructing and windmill.

PE & Music are planned and delivered by specialised teachers.

Computing

Digital Literacy

- *Understand why we should keep personal information private
- *Understand what is appropriate online content and how to report it to a trusted adult.

Text: Jonty Gento
Possible hook:

Genres/writing opportunities: Sentence level focus, narrative,

Year 1: Write simple sentences that can be read by themselves and others, Use capital letters for their name, I, and at the beginning of writing, Use full stops to demarcate some sentences, Begin to use spacing between words.

Year 2: Write sentences that are sequenced to form a short narrative (real or fictional), Demarcate some sentences with capital letters and full stops, Spell some common exception words*.

Text: The Queen's Knickers
Possible hook: knicker trunk in the classroom. Newspaper report about the missing knickers.

Genres/writing opportunities:

Year 1: Write simple sentences that can be read by themselves and others, Use capital letters for their name, I, and at the beginning of writing, Use full stops to demarcate some sentences, Begin to use spacing between words.

Year 2: Write sentences that are sequenced to form a short narrative (real or fictional), spell some common exception words*, Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required, Use present and past tense mostly correctly and consistently.

KS1 Literacy Map

Cycle 1

2025/2026

Linked Guided Reading texts/class books:

Science

Animals including humans

*identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

*identify that humans and some other animals have skeletons and muscles for support, protection and movement

Rocks

*compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

*describe in simple terms how fossils are formed when things that have lived are trapped within rock

*recognise that soils are made from rocks and organic matter

Lower Key Stage 2 Medium Term Plan Cycle 1 2025/2026

History

Vikings and Anglo-Saxons struggle for the Kingdom of England

- *Know who the Vikings were.
- *Know where the Vikings came from and how they arrived in Britain.
- *Know how and why they fought the Anglo-Saxons.
- *Know the similarities and differences between life in an Anglo-Saxon settlement and in a Viking one.
- *Know the impact that the Vikings had on the Anglo-Saxons.
- *Know the impact that the Vikings had on York (Jorvik)

Art & Design

Sculpture and 3d

Abstract shape and space

Design and Technology

Digital world

Wearable technology (Micro:bits)

French

I am Learning Animals (Phonics 1)

Computing- Digital Literacy

- *Understand how to use safely, respectfully and responsibly.
- *Understand that there are a range of ways to report concerns online about content and contact.

PSHE - Relationships

- * Consent
- * Families and friendships
- * Safe relationships
- * Respecting ourselves and others.

RE

Believing

*L2.1 What do different people believe about God?

Geography

The Amazon

- *To know where the Amazon rainforest is located.
- *To know why the Amazon River is so important.
- *To know the different parts of the rainforest.
- *To know why the Amazon rainforest is so important.
- *To know what deforestation is and how it impacts the world.
- *To know the advantages and disadvantages of deforestation.

PE & Music planned and taught by specialised teachers (Swimming, Beyond the Physical, Sing Up)

LKS2 Literacy Map

Cycle 1 2025/2026

1.

Texts / Resources

- The Iron Man- Ted Hughes
- The Great Crisp Robbery-Pamela Butchart
- The Wild Robot-Peter Brown
- Nothing to see here hotel

2.

Key focuses Year 3

- write effectively for a range of purposes and audiences
- demarcate most sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required
- use commas to separate items in a list mostly correctly
- use some expanded noun phrases for description
- use coordination and some subordination to join clauses
- use present and past tense verb forms, mostly correctly and consistently
- spell many common exception words (Year 1-2) and apply Y1/2 spelling rules mostly accurately (e.g. -ed, -ing, -est, -er, -s, -es suffixes)
- consistently use the diagonal and horizontal strokes required to join letters

3.

4.

Key focuses Year 4

- write effectively for a range of purposes and audiences
- demarcate most sentences
- begin to use paragraphs to organise
- use some coordinating and subordinating conjunctions
- use correct tense mostly consistently
- use determiners correctly (e.g. a/an)
- spell some words correctly (Year 3-4)*
- consistently use the diagonal and horizontal strokes required to join letters

Upper Key Stage 2 Medium Term Plan Cycle 1 2025/2026

Science – Properties and Changes of Materials

- *Compare and group together everyday materials on the basis of their properties
- *Know that some materials will dissolve in liquid to form a solution
- *Use knowledge of solids, liquids and gases to decide how mixtures might be separated
- *Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials
- *Demonstrate that dissolving, mixing and changes of state are reversible changes.

Computing – Digital Literacy

- *Understand what a digital footprint is and how it can impact your life.
- *Understand that algorithms are used to track online activity in order to influence us (e.g. cookies = advertising).

Design and Technology

- *Cooking and nutrition What could be healthier?
- *Textiles: Stuffed Toys

Art & Design

- Drawing
- *I need space
- Craft and design
- *Architecture

History – British Empire

- *To know what the British Empire was.
- *To know how and why the British Empire was established.
- *To understand how Britain treated its colonies.
- *To understand how and why the British Empire fell.
- *To know the impact of the British Empire.

Geography – Volcanoes, Earthquakes and Tectonic Plates

- *To know how the 3 types of rock in the Earth's crust are formed.
- *To understand how the Earth's surface is structured.
- *To know what a volcano is.
- *To know what impact volcanoes have on the people who live near them.
- *To know what an earthquake is and how they are caused.
- *To know how people have tried to make cities and human settlements safe, resilient and sustainable.

PSHE – Relationships

- *Consent
- *Families and friendships
- *Safe relationships
- *Respecting ourselves and others

RE

Believing

- *U2.1 Why do some people believe God exists?

French

- *Presenting myself
- *Family

UKS2 Literacy Map

Cycle 1 2025/2026

Setting descriptions
(Pompeii)

Narrative (volcanic eruption).

Diary (based in Pompeii)

Texts / Resources

- *'The Last Bear' by Hannah Gold
- *'Into the volcano' by Jess Butterworth
- *'Poems Aloud' by Joseph Coelho & Daniel Gray-Barnett
- *'Don't wear your knickers on your head' by Becci Murray
- Plus a text chosen by the children.

Key focuses Year 5

- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- use expanded noun phrases to convey complicated information concisely
- use modal verbs or adverbs to indicate degrees of possibility
- use relative clauses beginning with who, which, where, when, whose, that
- ensure the consistent and correct use of tense
- use a range of devices to build cohesion within and across paragraphs (e.g., conjunctions, adverbials of time and place, pronouns, synonyms).

Key focuses Year 6

- Distinguish between the language of speech and writing and choose the appropriate register.
- Use the passive voice to affect the presentation of information in a sentence.
- Use the perfect form of verbs to mark relationships of time and cause.
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- Manipulate the order of elements within a sentence for effect (e.g., fronted adverbials, subordinate clauses, embedded relative clauses).