

Red Arrow Long Term Plan Overview 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about me	Let's Celebrate!	Amazing Animals	Superheroes	Let it grow	On the move
Focus topics	Starting school Ourselves My family Where do you live? Being kind	Celebrations Autumn	Winter Looking after pets Animal patterns Habitats Materials	Signs of Spring New life People who help us Keeping healthy	Growing Life cycles Plant a bean	Travel Transport Seaside Transition
'Wow' moments / key events	Transition Harvest Black history week Lincolnshire week – Farmer & animals visit, Lincoln City football, food tasting, ladies in pigs, growing potatoes, HSBC.	Diwali <i>Spirituality op – tolerance to other faiths</i> Bonfire Night Remembrance Day Children in need Christmas Nativity Anti-bullying	Chinese New Year Valentine's day Internet safety	Mothering Sunday Easter Shrove Tuesday Ash Wednesday St George's Day World book day Science / careers week - Farmer & lamb visit.	Father's day Caterpillar transformation	Educational visit Sports day Summer fayre Transition Journey to the post box
Learning Behaviours	Resilient	Respectful	Collaborative	Courageous	Inquisitive	Adaptable
All 6 learning behaviours are drawn upon regularly. The term's focus learning behaviour means we may pay extra attention to this learning behaviour throughout the designated term as it may well lend itself very naturally to the topic.						
Key texts	Goldilocks You Choose Wise about my body Elmer My two grannies	Room on the broom The Little red hen Pumpkin Soup Stickman Jolly Christmas Postman	The great pet sale Dear zoo We're going on a bear hunt How big is a million?	The ugly Duckling Supertato You can't call an elephant in an emergency My Mum is fantastic <i>Spirituality op – self- worth and the worth of others</i> We're going on an egg hunt	Jaspers beanstalk The hungry caterpillar Handa's surprise The bad seed The enormous turnip <i>Jack and the Beanstalk</i> <i>(Jack and the Bean stalk this year as Enormous Turnip already covered in T1)</i>	Mrs Armitage on Wheels Snail and the Whale Somebody swallowed Stanley The train ride Mr Gumpy's outing

Career links and aspirations		Dentist Farmer Midwifery	Postman	Vet Zoologists Construction	Doctors Dentist Optician Nurses Firefighter Police Officer Construction	Gardner Scientist	Travel and tourism Lifeguard Postman Engineer
Communication and language	Communication and language is developed throughout the year through high quality speaking and listening interactions, adults modelling language, daily group discussions, word of the week, roleplay, sharing circles, snack time, PSHE sessions, story time, singing, collective worship and sharing weekend news.						
	The development of children's spoken language underpins all 7 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 conversations that pupils have daily 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 the children opportunities to thrive. Through conversation, storytelling and roleplay, 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.						
	Roleplay	Home corner / shop	Elves workshop – a gift wrapping area	Vets surgery	Doctors / Hospital	Garden centre	Seaside shop / travel agent
Personal, social and emotional 1 decision PSHE scheme		Keeping and staying safe	Relationships. <i>Spirituality op – empathy with others</i> Anti-bullying week	Computer safety Safer internet day	Keeping and staying healthy	Being responsible	Our world
		Pink goes to school Blue explores road safety Blue gets lost Red needs the toilet Yellow learns about germs	Blue learns to share Blue's best friend Yellow wants to play with orange Why does purple play differently Yellow play fights	Orange feels worried Pink's screen time Yellow's bedtime Purple's pet bird Purple watches the news	Orange brushes her teeth Green gets glasses Green's greens Purple is poorly Red visits the dentist Red's hearing aid	Blue's indoor voice Orange helps out Pink has a new brother Rainbow helps at home Red goes swimming	Green moves up a year Orange moves house Purple the passenger Rainbow visits the seaside Yellow goes on holiday
Literacy	Phonics: Little Wandle	Refer to phonics programme plans and expectations. Monitor Termly assessments to identify children that need to go into keep up interventions sessions. Re consolidate as a whole class if less than 70% of the children haven't retained/applied a GPC.					

	Letter Formation: Little Wandle Handwriting Scheme	Unit 1 – Practicing Patterns (horizontal, vertical, wavy, circles, up curves, down curves, mixed height curves, Letter C, spirals, crosses, turrets, diagonals, zig zags, sideways v, Letter X, Triangles, Unit 2 – Curly letter family c a d g o q e s f Unit 3 – Long letter family l l t j u y Unit 4 -Bouncy letter family m n r b p h Unit 5 - Zig zag letter family v w x z k Assess & review		Unit 6 – Capital letters C A D G O Q E S F L I T J U Y Assess & review M N R B P H V W X Z K Assess & review		Unit 7 – Digraphs & Trigraphs ff ll ss zz ck qu ch sh th ng nk ai ee igh oag Assess & review Oo ar or ur ow oi ear air er Assess & review	
	Talk for writing	Little Red Hen		Dear Zoo		The hungry caterpillar	
	Writing	Representing name Initial letter sounds.	Name writing. Labelling using initial sounds. Writing CVC words. Story sequencing. Retelling stories.	Build CVC, CVCC words using known graphemes. Write some tricky words. Guided writing in a meaningful context.	Move onto caption writing.	All children exposed to caption writing. Writing for a purpose in roleplay using phonetically plausible attempts at words.	Writing for a range of purposes. Write short sentences sometimes using finger spaces, capital letters and full stops.

	Writing / oracy	Retell the story of Goldilocks My family Discuss healthy foods and our favourite vegetables – make a list of ingredients to make soup	Use phonics to write firework sounds Retell the story of The Little Red Hen Seasons – Stickman Christmas list	Bear hunt backpack The great pet sale label How to look after a pet Think of a new animal for Dear Zoo Think of a question to research – How big is a million?	Emergency bag Life cycle of a chick Create wanted posters for Evil Pea Oral health tips – keeping healthy	Life cycle of a butterfly What do seeds need to grow? Observation of bean plant Foods of the world – Handa's surprise.	Create a postcard – journey to post box Create and label a map – journey to post box Environment poster Hot/cold suitcases – sort clothes/props for a sunny destination and the other for a cold holiday. Careers discussion – Mrs Armitage on wheels.
Mathematics	Maths Mastery NCETM	Week 1 Subitising Week 2 Counting, cardinality and ordinality Week 3 Composition Week 4 Subitising Week 5 Comparison	Week 6 Counting, ordinality and cardinality Week 7 Comparison Week 8 Composition Week 9 Composition Week 10 Counting, ordinality and cardinality	Week 11 Subitising Week 12 Counting, ordinality and cardinality Week 13 Composition Week 14 Composition Week 15 Comparison	Week 16 Counting, ordinality and cardinality Week 17 Comparison Week 18 Composition Week 19 Composition Week 20 Composition	Week 21 Cardinality, ordinality and counting Week 22 Subitising Week 23 Composition Week 24 Composition Week 25 Comparison	In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

Mathematics	White Rose Education scheme	Getting to know you Match, sort and compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Creating sorting rules Compare amounts Talk about measure and patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns <i>Spirituality op – Patterns, sequence and order</i>	It's me 1,2,3 Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Circles and triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position 1,2,3,4,5 Fine 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 Mass and capacity Compare mass Find a balance Explore capacity Compare capacity Growing 6, 7, 8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine two groups Conceptual subitising	Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd Explore 3D shapes Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment	To 20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns How many now? Add more How many did I add? Take away How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes Sharing and grouping Explore sharing Sharing Explore grouping	Visualise, build and map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Make connections Deepen understanding Patterns and relationships
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					Identify more complex patterns Copy and continue patterns Patterns in the environment	Grouping Even and odd sharing Play with and build doubles	
		Throughout the year, children are provided with multiple opportunities to develop number formation in line with the White Rose Education scheme.					
Understanding the world	Science Experiments	Skittle colour run. Porridge.	Fizzing candy cane. Santa's Magic milk	Ice experiment. Hibernating Birds of a feather.	Chocolate button experiment. Coca cola egg shell experiment.	Plant a bean. Colour changing flowers. Make a balloon turnip.	Build a bridge. Paper helicopter Floating and sinking
	Technology	Mashcams 2paint	2email 2respond Online safety	2beat 2explore Online safety	2create Simple city Online safety	Maths city 1 Maths city 2 Online safety	2design and make Online safety
		IWB, iPads.	Draw pictures on the IWB or iPad and be able to select colours.	Take pictures using the iPad. Draw pictures on the IWB or iPad and select colours and change pen size.	Use the IWB/iPad, changing games and programmes.	Explore how the Bee-bots work.	Give reasons why we need to stay safe online.
	The natural world	Signs of Autumn. Human life cycle. <i>Spirituality op – joy of life</i> Growth and change. Knowledge of where they live – Can they locate their home on google maps? Identify the names of main body parts.	Observe seasonal changes as we get closer to December. <i>Spirituality op – love for outside</i>	Animals and their babies. Investigate seasonal changes that winter brings. Changes of state – ice and water. Habitats. How to look after a pet. Food tasting (CNY)	Signs of Spring. New life - life cycle of a chick. <i>Spirituality op – joy of life</i> Keeping healthy – brushing your teeth.	Plant a bean - observe changes. Plant seeds and care for growing plants in our garden. <i>Spirituality op – love for outside</i> Investigate - what do seeds need to grow? Senses. Mini beasts - care for living things.	Floating and sinking. Features of Summer. Compare Billingham/Skegness – links between land and water. Seaside / sea creatures.

						Investigate seasonal changes – spring to summer. Nurturing caterpillars. Life cycle of a butterfly.	
	Past and Present	Family photographs – share pictures of them as a baby. Identify how they have changed from when they were a baby.	Nativity – look at how events happened a long time ago. Talk about the lives of people around us. Know some similarities and differences between things in the past and now – Christmas.	Listening to stories and placing events in order. *	Changing roles/jobs of men and women.	Comment on changes observed over time – nurturing caterpillars. <i>Spirituality op – joy of life</i>	Talk about journeys - places they have been / different transport they have travelled on. Compare older steam trains to new electric trains – watch ‘Thomas the Tank Engine’ Transition to Y1
		Throughout the year, *ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.					
	People, culture and communities	Talk about their own lives – my family, my school, my world. Similarities and differences between themselves and peers. To know where they live. Understand how people live - small world toys.	Discuss celebrations that are important to other people in our community and other countries. Christmas - how it is celebrated. Diwali – how Hindus celebrate.	Talk about Chinese New Year.	People who help us in our community. To know that Christians celebrate Easter.	Understand the need to respect and care for the environment. Foods of the world – Handa’s surprise.	Transport. Discuss places I have been beyond my local community. Maps - journey to the post box. Understand the importance of caring for the oceans and recycling. <i>Spirituality op – love for outside</i>

RE		Children learn about a range of different festivals, faiths and religious celebrations and their similarities and differences to their own (Refer to key events)					
		Which people, stories and events are special to me? <i>Spirituality op – Self-worth and the worth of others</i>	Which people, stories and events are special to me? <i>Spirituality op – Suffering and pain</i>	What do I know about Easter and Holi?	What do I know about Easter and Holi?	Why are some places and objects special or sacred?	Why are some places and objects special or sacred?
Expressive arts and design	Art	Self-portrait. Vegetable printing. Tractor collage. Kandinsky circles.	Clay diva lamps. Firework scene printing. Christmas crafts.	Making a toy for a pet. Animal pattern print. Animal home junk model	Easter crafts. Weaving. Paper mache egg.	Symmetrical butterfly printing. Still life drawing <i>Spirituality op – enquiry and open mindedness</i>	3D lighthouse.
	Nursery rhymes Autumn 1 & 2	The Wheels on the Bus Hot Cross Buns 5 Currant Buns Head, Shoulders, Knees and Toes Miss Polly had a Dolly Incy Wincy Spider Rain, Rain, Go Away Twinkle Twinkle Five Little Men Hickory, Dickory Dock Baa Baa Black Sheep Old Macdonald	5 Little Ducks 1,2,3,4,5 Wind the Bobbin up Cobbler Cobbler We're Going to the Zoo 5 Little Monkeys Swinging in a Tree Grand Old Duke of York Humpty Dumpty Hokey Cokey If You're Happy and you Know It Sleeping Bunnies The Animals go in 2x2 A Sailor went to See... The Big Ship Sails Nativity songs	Revisit nursery rhymes.	Revisit nursery rhymes.	5 little speckled frogs 1 potato 2 potato Jack and Jill 5 fat sausages	Row row row your boat It's raining it's pouring Pat a cake

	Music	All about me unit 1	Nursery rhymes unit 1	Traditional tales unit 1	Everyday life unit 1	Minibeasts unit 2	Journeys unit 2
	Cooking	Vegetable soup Rhubarb crumble	Christmas biscuit Mince pies	Sandwiches	Pancakes	Fruit skewers	Potato salad
Physical Development	Throughout the year children are provided with multiple opportunities daily which will strengthen the key stages of physical development. These are not confined to certain points in the year and skill progression will differ depending on the individual child's stage of development.						
	Shoulder pivot: children will learn to support reach, grasp and walk using muscles in their pelvis, back, shoulders, arms and neck. Activities: digging, painting in big spaces, pushing large objects, scooter play.						
	Elbow pivot: children will be able to use movement further down their arm. Activities: chalking on the floor, water and sand play, hammering objects, creating large patterns, climbing and pulling, ribbon twirling and writing in the air.						
	Wrist pivot: now that arm muscles and the sense of balance has developed smaller ranges of movement can begin. Activities: threading, sewing, lacing pictures, water and sand play.						
	Fine motor strength: children need to develop their fine motor skills. This means muscles in their hands can strengthen. Activities: washing lines and pegs, dressing and undressing toys and their clothes, using cutlery, peg boards, malleable materials, tweezers.						
	Pencil grip development – According to their age and stage of development, children will progress through stages of pencil grip. It's important the children have been able to develop their pivots and fine motor skills. Doing so will allow them to grip a pencil efficiently.						
	Gross motor development	Begin to use core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.	Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.	Continue to develop overall body strength, balance and co-ordination. Developing in ability when dancing to music.	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball.	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely. Show strength, balance and co-ordination when playing. Move energetically in a range of different ways.
	Fine motor skills	Use pencils and other equipment comfortably for them. Make snips in paper either using one hand or two.	Continue to develop fine motor skills. Beginning to learn correct letter formations.	Developing an effective pencil grip. Developing skill when using tools including scissors.	Forming recognisable letters with an effective pencil grip.	Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write effectively.	Using a tripod grip. Using a range of small tools. Showing accuracy when drawing.
	Ongoing and developed throughout the year: Overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. Fine motor skills to use a range of tools safely and confidently. Access to pencils, paintbrushes, scissors, knives, forks, and spoon. Good posture when sitting at a table. Good pencil grip ready for Year 1 writing expectations.						

	PE	Intro to PE unit 1 Intro to PE unit 1	Fundamentals unit 1 Fundamental unit 2	Gymnastics unit 1 Gymnastics unit 2	Dance unit 1 Dance unit 2	Ball skills unit 1 Ball skills unit 2	Games unit 1 Games unit 2 <i>Spirituality op – life's joys and achievements</i>
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