

EYFS&Year 1 (Tintern and Richmond) Long Term Plan Year B 2026-27

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Tintern	Marvellous Me	Stop, Look and Listen	To Infinity and Beyond	Pirates	Food, Glorious Food	Under the sea
themes	Personal and family history-events within living memory (History)	Local area geography, maps, road safety-key human features of the local area (Geography)	The space race, living in space, astronauts (the lives of significant individuals) (History)	Pirates and pirate ships, life on board, compass directions, (life beyond living history) (History)	Local area, features of a farm, seasons, farming, where food comes from, aspects of human geography (Geography)	Sea animals, habitats, features of the coast, physical geography (Geography)
Enquiry Questions	Q1 What can children do at different ages? Q2 How do I complete a personal timeline? Q3 How am I different to my parents?	Q1 What local places can I find on a street map? Q2 What can I see and hear in the local area? Q3 How do I plot my route to school on a local map? Q4 What types of houses do I pass on the way to school? Q5 How could I make Swineshead better?	Q1 why can we travel into space now when we couldn't a long time ago? Q2 Who was involved in the space race? Q3 What makes a good astronaut? Q4 Who were Yuri Gagarin and Neil Armstrong?	Q1 What do we know about pirates? Q2 Why did some pirates become famous? Q3 What was life like as a pirate? Q4 Were all pirates the same? (Blackbeard and Grace O'Malley)	Q1 What different types of farms can we name (arable, livestock, dairy) Q2 What buildings would you find on a farm? Q3 What happens during the farming year?	Q1 Where are the oceans and continents? Q2 What are the features of the seaside? Q3 Why are the seas important to the UK? Q4 What is the seaside like elsewhere? Q5 what is the beach like as a habitat? Q6What is a marine habitat?
Text based writing/curricular links	I love Me! What makes me a me? Hair raising Human Body facts	Bo, the Boston Stump Church Mouse The Hundred Decker Bus Things that Go!	Beegu Aliens love underpants. The three little pigs	The Pirate next door Ten Little Pirates The Most Important animal of All	Oliver's garden Welcome to our table. The Big Book of Blooms	Stella and the seagull Commotion in the Ocean God's creation, help tell the story
Nursery Rhymes and poems	1 Finger, 1 Thumb Ten in the Bed Apples and Bananas Old King Cole	One, Two Buckle My Shoe 10 Green Bottles If You Should Meet a Crocodile The Bear Went Over the Mountain	10 Fat Sausages There's a Hole in my Bucket. Aiken Drum Cobbler, Cobble, Mend my Shoe	Hot Cross Buns There was a Princess Long Ago Little Boy Blue Her We Go Looby Loo	The Farmer's in his Dell Michael Finnegan Old Mother Hubbard There Was an Old Woman Who Lived in a Shoe	A Sailor Went to Sea My Bonnie Lies Over the Ocean She'll Be Coming Round the Mountain The House that Jack Built
Genres	Narrative -retelling Description writing	Diary Letter	Narrative -retelling Description writing	Poetry Narrative retelling	Instructions Recount Non-Chronological Report	Poetry-riddles Narrative
Science	Animals inc. Humans-basic body parts and associated senses	Seasons-the seasons and associated weathers, how this affects people's lives.	Materials-difference between an object and a material, different properties, grouping by properties	Plants-name a range of common garden and wild plants, basic structure of flowers	Y1 Animals inc Humans – Identify & name animals/identify animals that are carnivores, herbivores & omnivores/ Compare & describe the structure of a variety of animals	
Enquiry Questions	Q1can we name all five senses? Q2 Can we see in the light and the dark?	Q1What are seasons? Q2 How does the weather change in different seasons?	Q1 how many different materials can we name? (at a minimum-wood, plastic, glass, metal, rock)	Q1 What are the functions of different parts of the flowers (flower, stem, roots, leaves)	Q1 What are these common animals called? Q2 What are some common UK mammals, birds, fish and reptiles. Q3 What are amphibians?	

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	Q3 what does an optician do? Q4 How sensitive are our ears? Q5 what do things taste like? Q6 can we only touch with our fingers?	Q3 what difference does the season make to the day length? Q4 what changes do we notice from autumn to winter? Q5 how much does it rain in our local area each day in autumn or winter?	Q2 How can we describe a material using our senses? Q3 What properties of materials can we use to sort them (hard/soft, permeable/impermeable, flexible/rigid, float/sink) Q4 How can we test a material to sort by given properties?	Q2 do all plants grow in the same places? Q3 How do wildflowers get there ? Q4 How do plants grow from bulbs and seeds? Q4 Are the trees in the school grounds deciduous or evergreen?	Q4 Do all animals eat the same food types? Q5 What do the terms carnivore, omnivore and herbivore mean? Q6 How do animal structures vary?	
Art/DT	ART Me, myself, I-self portraits	DT Mechanisms Vehicles-using axes, wheels and chassis	ART Paper art-using paper to create art and sculptures.	DT Structures Pirate paddy's packed Lunch Problem	ART Arcimboldo- pictures, fruit veg printing,	DT Food Technology-Healthy eating and Super salads
Enquiry Questions	Q1 What is a portrait? Q2 Do we all draw and paint people the same way? Q3 What colour is happy? Q4 How can I make portrait with collage pieces? Q5 How many different mediums can I use to create a portrait?	? Q1 How are different vehicles used? Q2 what are axes, chassis and body? Q3 What is the body of a vehicle? Q4 How can we decorate it?? Q5 Can you follow your design? Q6 How can you improve your construction?	Q1 How does paper vary? Q2 what do we mean by collage? Q3 how can I create a stained-glass window. Q4 how can I create paper beads? Q5 what is papier-mâché? Q6 How can I use paper to make a sculpture?	Q1 How are baskets constructed? Q2 What features does a lunchbox need? Q3 Can I design a lunchbox? Q4 Can I create a working lunchbox? Q5 Does it work?	Q1 Who was Arcimboldo? Q2 What did he use in his paintings? Q3 How did he represent different seasons? Q4 How did he use flowers? Q5 How do I recreate his paintings?	Q! where does our food come from? Q2 What makes up a salad? Q3 How do I prepare a salad? Q4 What different types of salad are there?
Music (music express)	1.1Ourselves (exploring sounds) Q1 How can you use your voices expressively to create an expressive story? 1.10 Our Bodies (beat) Experiment with sounds Q1 What is beat in the music?	1.6 Seasons (Pitch) Select and combine sounds. Q1 What vocabulary do we use when we talk about pitch? Q2 Can you explore pitch through singing, pitched percussion and listening games?	1.4 Weather (Exploring sounds) Using voices expressively and creatively. Q1 How can you use voices, movement and instruments to describe weather? 1.9 Storytime (Exploring sounds) Combine sounds.	1.8 Patterns (Beat) Experiment with, create, select and combine sounds. Q1 What is a metre in music? Q" What is a score in music? Q3 Can you show the steady beat through counting, body percussion and reading scores? 1.11 Travel (Performance) Using voices expressively	1.2 Number (Beat) Play tuned and untuned instruments musically. Q1 What is a steady beat? Q2 What is the tempo? Q3 How do I know it has changed? 1.5 Machines (beat) Experiment with, create, select and combine sounds.	1.3 Animals (pitch) Experiment with, create, select and combine sounds. Q1 What animal could this music be like? Q2 How can we make a high pitch voice? Q3 How can we make a low pitch voice?

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	Q2 Can you play the rhythm patterns using body percussion?	1.7 Our School (Exploring sounds) Play tuned and untuned instruments. Q1 What sounds can you hear around us? Q2 How can we record and produce these sounds?	Q1 How can music be used to tell a story? .	and creatively by singing songs and speaking chants and rhymes. Q1 Can you sing along to the songs about travel and transport around the world? Q2 What skills do we need to perform?	Q1 What is a steady beat? Q2 Can you play and maintain a steady beat? Q3 Can you play at different speeds (tempi)? Q4 Can you control changes in speed (tempi)?	Q4 What can you tell me about the pitch in this piece of music? Q5 What high pitch and low pitch sounds can you make to go with the music? 1.12 Water (pitch) Play tuned and untuned instruments musically. Q1 What actions would go with this piece of music? Q2 How can we make waves using percussion? Q3 What is the structure of music? Q4 How would you move to this piece of music? Q5 Can you join in with the music? Q6 Can you compare the pieces of music?
Computing	1,1Computing systems and networks- Technology around us	1,2 Creating media, digital painting	1,3 programming a, moving a robot	1,4 data and information, grouping data	1,5 creating media, digital writing	1,6 programming B, programming animations
	Q1 What is technology? Q2 What are the parts of a computer? Q3 How does the mouse work? Q4 What does a keyboard do? Q5 How do you save your work? Q6 What can you do using a mouse and keyboard on PAINT? Q7 why do we need to be careful using computers?	Q1 what do different freehand tools do? Q2 How do I use the shape tool and the line tools? Q3 How can I use PAINT/PAINTZ on my own to paint a picture? Q4 Can you make a painting that looks like a Mondrian or a Matisse?	Q1 What will happen....? Q2 How do we show a movement? Q3, Can we go backwards and forwards? Q4 How do we go in all four directions? Q5What happens when we go wrong?	Q1 How can I label objects? Q2 What properties can I use to describe a group? Q3 How can I record and share information I have gathered?	Q1 How can I use a computer to write? Q2 Can you use Microsoft word to write on a computer? Q3 Can I add and remove text on a computer? Q4 How do I change what my text looks like?	Q1 What is Scratch Jnr? Q2 How do I choose a command for a given purpose? Q3 What happens when a series of commands are joined together? Q4 What are the numbers for? Q5 How do I move different sprites?
PE	Mastering basic movements - travelling and moving with equipment	Dance- creating and practising a simple dance	Gymnastics- Mastering basic gym movements	Outdoor activities – follow trails	Team games- passing and receiving a ball in different ways	Athletics- preparing for sports day
	Q1 How can I run fast and slow? Q2 Can I change direction? Q3 How do I bounce the ball?	Q1 What is beat? Q2 How do I perform in Unison? Q3 What is the difference between Unison and Canon?	Q1 What is a balance? Q2 How do I link movements? Q3 How do I perform a roll? Q4 What is a sequence?	Q1 What is teamwork? Q2 How do I follow directions? Q3 What is a symbol?	Q1 What do we mean by defending? Q2 What do we mean by attacking? Q3 How can we gain possession?	Q1 How do I improve my sprinting technique? Q2 How do I combine running and jumping? Q3 How do I throw over a longer distance?

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	Q4 How high can I jump? Q5 How far can I jump?	Q4 What do we mean by sequence?				
RE	EYFS What makes me special. Yr 1 What is my view of the world?	EYFS-who is special to different people (Christian worldview) Yr 1 Who is God to Christians and why does he matter?	EYFS: which stories are special to different people? (Muslim worldview]	EYFS: how do different people celebrate their special times? (Sikh worldview)	EYFS: what places are special to different people? (Christian and the Muslim world view] KS 1: Is it possible to speak to God?	EYFS: if the world is special, how should we treat it? (Christian worldviews] KS 1: why is it important to say thank you? (Jewish worldview]
Enquiry Questions	EYFS learning. I am special. I have my own way of living in the world. Where I live influences my way of living in the world Yr1 Key Questions 1)Do we all live in the same way? 2)How can we find out how people live? 3)what do we mean by worldview? 4)what is a mosque? 5)Do all mosques look the same? 6)what changes our worldview?	EYFS learning. Jesus is special for Christians. Noah and Daniel are special for Christians. God is special to Christian people. Yr 1 Key Questions 1)How can we find out about worldviews? 2)why are churches special? 3)what does God mean? 4)why is the Bible special? 5)what do we mean by Creation? 6)How do we show what God means to us?	EYFS learning. Some stories are special to Christians. A special book for Christians is the Bible Some stories are special to Muslims. A special book for Muslims is the Qur'an Yr 1 Key Questions 1)Which book is a source of authority for Christians? 2) Which book is a source of authority for Muslims 3) What can I learn about Christians from a bible story? 4) what can I learn about Muslims from a story from the Qur'an	EYFS learning. Different people celebrate their festivals differently, depending on where they live in the world. Sikhs have different festivals at this time. Easter is a special time for Christians. Year 1 Key Questions 1). What happened at Easter? 2)Why did God allow Jesus to die? 3)What does the resurrection show to Christians?	EYFS learning. Some places and things are very special to religious people. Special places and things can look different in different contexts. Year 1 Key Questions Q1 Is it important to ask questions like why and how do you know? Q2 How do people use prayer to communicate with God? Q3 Do all Muslims pray in the same manner? Q4 Do all Christians pray in the same manner? Q5 Do all Jewish people pray in the same manner?	EYFS learning. religious people believe that the natural world is a special place and try. to look after it Christians and Muslims read about why the world is special in their special books. (story of creation) Yr 1 Key Questions 1)How can we find out how people lived? 2)What is the Benedicte Aotearoa? 3) What do we show gratitude for? 4)what does Tikkun Olam mean? 5) why is Sukkot important?
PSHE/ RSE	Well-being-emotional. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.	Well-being – Physical To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)	Respect-Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	E-safety- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Health and prevention- Keeping well. Clean, healthy and safe Children will learn about basic hygiene.	Economic well-being enterprise- That money comes from different. sources and can be. used for different. purposes, including the concepts of spending and saving

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	<p>Q1. What do they do to make us happy?</p> <p>Q2. What do they do to make us angry/sad?</p> <p>Q3. What do we do to make our friends happy/angry/sad?</p> <p>Q4. How does it feel to be ignored?</p>	<p>Q1. What do we think we need to do to keep ourselves healthy?</p> <p>Q2. What do we do during our day that keeps us healthy?</p> <p>Q3. What do we think healthy people do and don't do?</p> <p>Q4. What things can we do when we feel good and healthy?</p>	<p>Q1. Which toys do you like in this box – why?</p> <p>Q2. What colours are on the toys?</p> <p>Q3. Does it matter what colour the toy is?</p> <p>Q4. Is it OK for us all to like different toys?</p> <p>Q5. Which toy would you choose for X to play with and why (another child or adult)?</p> <p>Q6. What do you like and how do they make you feel?</p>	<p>Q1. What do we mean by being safe online?</p> <p>Q2. If a stranger asked you these details, would you tell them? Why?</p> <p>Q3. Who would you trust to share these details with?</p>	<p>Q1. Begin by asking children's experiences of feeling ill.</p> <p>Q2. Who helped them? Q3. Did they need medicine?</p> <p>Q4. What were their symptoms?</p>	<p>Q1. Can you buy anything you want from our shop?</p> <p>2. How will you know if you have enough money?</p> <p>Q3. What are some of the important items we need to buy from the shop?</p> <p>Q4. Why can I not just buy sweets/toys/ice-creams from the shop?</p> <p>Q5. Do you save money? What would you like to buy?</p>
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