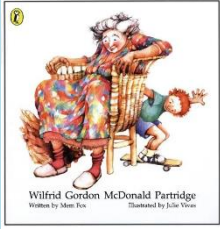
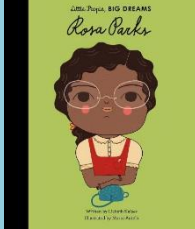
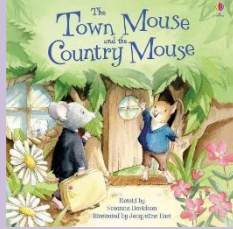
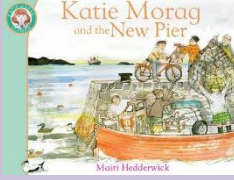
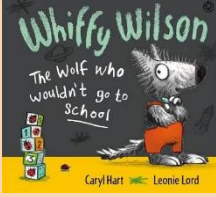




Amber 2025-2026 Long Term Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver Project:	Childhood	Movers and Shakers	Bright Lights Big City	Coastline	School Days	Magnificent Monarchs
Linked EYFS:	Long time ago	Me and my community	Big Wide World	On the Beach	Long Ago	Once Upon a time
Key Books	 Wilfred Gordon McDonald Partridge by Fox Mem The Paper Dolls by Julia Donaldson Once there were giants by Martin Wadell	 Rosa Parks (little people big dreams) by Lisbeth Kaiser Man on the moon-a day in the life of Bob by Simon Bartram Fantastically great women who changed the world by Kate Pankhurst	 The town mouse and the country mouse by Susanna Davidson We completely must go to London (Charlie and Lola) by	 Katie Morag and the new pier by Mairi Hedderwick The lighthouse keepers lunch by Ronda and David Armitage Winnie and Wilbur at the seaside by Valerie Thomas	 Whiffy Wilson: The Wolf who wouldn't go to school by Caryl Heart Teacher: busy people by Lucy M.George Going to school by Rose Blake	 Queen Victoria's bathing machine by Gloria Welan The paper bag princess by Robert Munsch Zog and the flying Doctor by Julia Donaldson



History and Geography:	Childhood	Movers and shakers:	Bright lights big city:	Coastline:	School days:	Magnificent Monarchs:
PHSE Jigsaw (Reception)	Being Me in my World Who ... Me?!	Celebrating Difference What Am I Good at?	Dreams and Goals	Healthy Me	Relationships My Family and Me	Changing Me My
Communication and language Reception and Year One	Helicopter stories WELCOMM Speech and Language Poetry Basket – Autumn poems.	Helicopter Stories WELCOMM Speech and Language Poetry Basket – Autumn poems.	Helicopter stories WELCOMM Speech and Language Poetry Basket – Spring Poems.	Helicopter stories WELCOMM Speech and Language Poetry Basket – Spring Poems.	Helicopter stories WELCOMM Speech and Language Poetry Basket – Summer Poems Relationship development through team building and games.	Helicopter stories WELCOMM Speech and Language Poetry Basket – Summer Poems Relationship development through team building and games.
Religious Education Reception and Nursery and Yr 1	Baha'i: Enquiry: Who is God to Baha'u'llah. Theme: Beliefs in God found in the teachings of Baha'u'llah.	Buddhism: Enquiry: Who is Buddha. Theme: What is the story of Buddha?	Christianity: Enquiry: What do Christians believe about God? Theme: Creation, God the father as an introduction to Trinity.	Islam: Enquiry: Who is God to Muslims? Theme: The 99 names of Allah.	Judaism: Enquiry: Who is God to the Jews? Theme: The special relationship Jews have with God.	Sikh: Enquiry: Who is God to Sikhs? Theme: Special people.
Year One	Ethical Veganism.	Ethical Veganism.	Humanism	Humanism	Santana Dharma	Santana Dharma



Physical development	Personal: Take responsibility for my learning.	Lead others: I can involve others and motivate those around me to perform better	Apply with consistency: I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.	Embrace challenge: I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.	Improve others: I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.	Combine fluency: I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.
Mathematics (Reception)	NCETM: Number blocks: Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.		NCETM: Number blocks: Recognising numbers from 0-20. Using number knowledge to subitise small groups. Number formation. Use manipulatives, including small pebbles and tens frames for organising counting. Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Explore and represent patterns		NCETM: Number blocks: Recognising numbers from 0-20 and back. Number formation from numbers 0-20. Reception should have a secure understanding of spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships and spot connections. Verbally count beyond 20, recognising the pattern of the counting system.	



Year One (National Curriculum)	White Rose Education: • Match, sort and compare. • Talk about measure and patterns. • Its me: 1, 2, 3. : • Circles and triangles. • 1, 2, 3, 4, and 5. • Shapes with 4 sides. Number and place value: • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • given a number, identify one more and one less.	within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. White Rose Education: • Alive in 5. • Mass and Capacity. • Growing 6, 7, and 8. • Length, height and time. • Building 9 and 10. • Explore 3-D shapes. Multiplication and division: • Sone-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Fractions:	White Rose Education: • To 20 and beyond. • How many more? • Manipulate, compose and decompose. • Sharing and grouping. • Visualise , build and map. • Make connections. Consolidate. Measurement: • Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half mass/weight [for example, heavy/light, heavier than, lighter than]
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	• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • read and write numbers from 1 to 20 in numerals and words. Number addition and subtraction: • Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Mathematics programmes of study: key stages 1 and 2	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Mathematics programmes of study: key stages 1 and 2	• Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • Time [for example, quicker, slower, earlier, later]. • Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds). • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Geomatics – properties of shape and position and direction:
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White Rose Education (Year One)	- Place value (within 10). - Addition and subtraction (within 10). - Geomaterly/shape.				- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]. 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
					Mathematics programmes of study: key stages 1 and 2 - Multiplication and division. - Fractions. - Position and direction. - Place value (within 100).
Understanding of the World	Children to be able to talk about who they are Talk about people who are familiar to them.	Key Knowledge: Children to know that they live in a Village called Tetsworth.	Key knowledge Children to know that they live near a town called Thame	Key knowledge Children know that they live near a city called Oxford.	Key Knowledge Children know the capital city of England
			Key Questions What is different between	Key questions What are the features of a	Key Questions What Landmarks
					Key Knowledge Children know they live in England
					Key Questions What is a Country? What Country do I



		Key Questions Where do I live? What is a village? What do we have in our village? Key vocab Village, Village Hall, school, map, street, house, bungalow, route, direction, map, rural	Tetsworth and Thame? What landmarks can we see in Thame? How can people help us? Key vocab Landmarks, town, estate, School, restaurants, doctors, library, shop, town square	city? What is the same about Tetsworth, Thame and Oxford? What is different? What is a pro and what is a con for living in these places? Key Vocab Urban, pro, con, museum, River, University, Colleagues, large open spaces.	do we see in London? What is different/the same as Tetsworth? What is it like to be in London? Key Vocab Urban, London eye, Buckingham palace, King, large, busy, site seeing, tourist, landmarks, countries, continents, global.	live in? How is it the same as other Countries/how is it different? Key Vocab County, Population, Cities, Villages, seaside and coasts.
Expressive Arts and Design	Mix it: In this project, children begin to explore colour mixing.	Still life: In this project, Reception children begin to develop drawing and painting techniques. Mix it: In this project, children begin to develop drawing and painting techniques	Rainy and sunny days: In this expressive art and design project, Reception children explore printing techniques and create artwork using a range of resources.	Flower head: In this creative project, children continue to develop drawing and painting techniques and create artwork using a variety of resources.	Street view: In this expressive art and design project, children continue to develop their drawing and painting skills to create artwork on the theme of buildings. These activities provide opportunities for Reception children to create 2-D and	Portraits and poses: In this expressive project driven by art and design, children develop their drawing and painting skills as they create artwork on the theme of portraits.



					3-D artwork on the theme of buildings.	
KS1 Science	Human senses:	Human survival:	Seasonal change:	Uses of materials:	Plant parts:	Animal survival:
Design and Technology		Remarkable recipes: In this project, children explore where food comes from and prepare and make a range of healthy snacks	Taxi: In the expressive art and design project, Reception children explore different forms of transport and use a variety of resources and construction kits to create vehicles.	Beach hut: In this project, children work collaboratively to build a range of structures and shelters.	Chop, slice and mash: In this project, children learn about healthy food choices and use this knowledge to prepare and make a range of healthy snacks.	Cut stitch and join: children explore clothing and different fastenings in this expressive project driven by art and design. They work collaboratively and creatively using fabric and various resources.
Music (XYZ)						
Nursery	Nursery Rhymes/ Singing Together	Foundation Rhythm	Explore the Xylophone (simple notes, improvising)	Foundation History and Genre	Grab and Go Vocals KS1 Beginner Supplement with Song Library (Performance)	Grab and Go Vocals KS1 Beginner Supplement with Song Library (Performance)
Reception and Year One	Foundation Pitch and Melody Recap Supplement with Song Library	Foundation Rhythm Recap Supplement with Untuned Percussion Rhythm Games	Grab and Go Xylophone Foundation Listening	Grab and Go Vocals KS1 Beginner	Composition Year 1	Year 1 Performance

[EYFS statutory framework for group and school-based providers](#)

[Development Matters - GOV.UK](#)



[The national curriculum: Key stage 1 and 2 - GOV.UK](https://www.gov.uk/guidance/the-national-curriculum-key-stage-1-and-2)