

Term		Term 1		Term 2		Term 3	
Reception /Nursery	Driver project	 Me and My community	 Once upon a Time	 Starry Night	 Dangerous Dinosaurs	 Sunshine & Sunflowers	 Big Wide World
	Mini Project	Exploring Autumn	Sparkle and Shine	Winter Wonderland	Puddles and Rainbows	Shadows and Reflections	Splash
	Memorable Experience	Walk round school	Pantomime	Nighttime explore	Oxford museum	Evenley	
	RE SACRE locally agreed syllabus	0.1 What special times do we celebrate?	0.2 Why is the nativity story important to Christians?	0.3 Where do we belong and what makes it special?	0.4 What stories are special and why?	0.5 Why is Easter an important time for Christians and what special things do they do at Easter?	0.6 What is special about the world?
	English – DRAWING CLUB	See reading and writing long term plan					
	Maths – MN/WR	Subitising to 3 (objects and sounds) Using the language more and fewer. Composition of 3 and 4. Sorting objects. Comparing size, mass, capacity. Copy and continue simple patterns (ABAB).	Explore the concept of whole and part. Composition of 3, 4, 5. Match numerals and quantities to 5. Exploring circles, triangles, squares and rectangles. Simple time language (day and night).	Subitise within 5. Recognising that each number is one more than the previous. Using the language more, fewer and equal. Composition of 6 and 7. Exploring mass and capacity using practical skills. Exploring length, height and time.	Ordering numbers to 8. Introduce doubles, odd and even. Consolidating learning about length, height and time. Introduce and explore 3D shapes.	Counting to larger numbers (beyond 10). Subitising to 6. Composition of numbers up to and including 10. Ordering numbers to 10. Using and manipulating shapes for a variety of tasks. Revise key language.	Introduce rekenrek. Review and assess bonds to 5, composition to 10, number patterns and comparing numbers. Create more complex patterns, creating own rules. Explore mapping and creating maps and instructions.
	Maths N WR	- More than, fewer than, same - Explore and build with shapes and objects - Explore repeats (pattern) - Hear and say number names - Begin to order number names - Subitising to 3 (noticing) - Join in with repeats - Explore position and space		- Subitising to 3 (showing) - Counting to 3 (move and label then take from a larger group) - Explore position and routes - Explore patterns - Match, talk, push and pull - Subitising (dot representations) - Compare and sort collections		- Lead on own repeats - Start to puzzle (shapes) - Making patterns together - Playing games (using subitising skills) - Counting to 5 - Making own patterns - Match, sort and compare quantities	
	PE PE Hub	Body Management	Manipulation and Control	Gymnastics	Speed, Agility, Travel	Cooperate and Solve Problems	Dance
	PSHE SCARF	Me and my relationships	Valuing Difference (SCARF)	Keeping myself Safe (SCARF)	Rights and Responsibilities (SCARF)	Growing and Changing (SCARF)	Being my best (SCARF)

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Three prime areas	Communication & Language	Begin to listen in a range of contexts including whole class, small group and individual activities as well as activities outside of the classroom. Begin to share ideas, thoughts and feelings.	Children recall their experience of watching a pantomime. Retell stories using key vocabulary and story language. Then develop their own narratives. Describe characters.	Begin to answer how and why questions. Ask questions of their own. Use talk to recall key events/language from stories and experiences.	Listen well for increasing periods of time. Confidently share their preferences and listen to others. Develop use of taught vocabulary. Use a range of vocabulary to describe including describing their senses.	Confidently answer why questions in well-formed sentences. Describe plants and butterflies and ask questions to find out more. Use language to explain similarities and differences.	Children talk confidently about story characters and events and make connections to their own lives. Use vocabulary related to different countries, climates and landscapes.
	Physical Development (see PE also)	Developing hand strength, pencil grip, cutting skills. Exploring ways of moving and using equipment in provision.		Increased focus on correct letter formation. Continue to develop hand strength. Use resources with greater precision, control and coordination. Playing skilful games using resources e.g. bat and ball and bowling.		Fluent and correct letter formation. Using a range of tools successfully and independently – cutting, painting, playdough etc. Climbing, jumping, balancing, throwing, catching and kicking with confidence.	
	Personal Social & Emotional Dev (see PSHE SCARF also)	Talk about class rules and jobs. Understanding emotions and how our behaviour affects others. Team/friendship building. Talking about adults who keep us safe.	Become more settled in school rules and routines. Exploring the behaviour of characters in stories and reflecting on what we would/could do better. Healthy eating and hygiene when cooking.	Children continue to take part in group activities but more collaboratively. Share resources, wait their turn, listen and begin to take account of others' ideas.		Learning how to use a variety of tools and gardening equipment safely. How to keep safe in the sun. How to keep healthy. Children express their opinions and know that these may be different to their peers. Respect that we are all different/prefer different things.	Think about their role as a global citizen – how to look after our planet and understanding that people around the world may be different/live different lifestyles to them.
	<i>Understanding the World</i>	Talk about family, local and school communities. Making comparisons between children and their lifestyles.	To understand the term 'past'. Look at clothing in traditional tales and compare with our own clothes. Testing out materials and learning about royalty.	Exploring our local environment – how it differs during the day and night. Exploring nocturnal animals and occupations which require working at night.	Develop their understanding of what 'the past' means and that history extends well beyond their living family. To begin to understand and use some scientific vocabulary to describe living creatures.	Learning about plants, seeds and growth. Observing butterflies and other minibeasts. Using all their senses to explore the world around them.	Using and exploring maps. Locating countries, comparing climates, animals, habitats and lifestyles in different countries.
	<i>Expressive Arts and Design</i>	Exploring a variety of materials and techniques. Adults work with the children during provision and model how to use tools and techniques effectively. Adults to support and model role-play. Music – singing songs.	Role play linked to traditional tales – using a range of materials to create props. Music – listening to songs and responding through their own music making and movement	Constellation artwork. Simple sewing/exploration of fabrics to make a 'cuddle pet'. Explore using white and black paint to change tones.	Dinosaur dig role play and small world play. Children create their own narratives and storylines. Making fossils.	Observational drawings when looking at reflections. Sunflower collages. Singing summer rhymes and adding actions to retell stories.	Extended project over several weeks – designing, making and decorating junk-modelling vehicles.

Main theme		History		Geography		History	
Year 1/ 2	Driver project CM		Movers and Shakers		Coastline		Magnificent Monarchs
	Geog CM	Let's explore the world		Covered in main project		Geography revision and retrieval practice	
	Science CM	Human survival	Habitats	Uses of materials	Plant survival	Animal survival	
	Art CM	Mix it	Still life	Flower Head		Portraits and poses	
	DT CM	Remarkable recipes		Beach hut		Cut, Stitch and Join	Push and Pull
	RE SACRE locally agreed syllabus	1.1 How do people know how to treat each other (Christianity) and Judaism?	2.1 Part 1: Diversity within Islam: What do Muslims believe and how may they live?	1.6 Why are holy books special to Christians and Jews?	2.4 How do festivals bring people together? (Easter, Eid, Passover, Darwin Day)	2.3 Part 2: Diversity within Islam: What do Muslims believe and how might they live?	2.5 What do different people believe about forgiveness? (Christians, Muslims and Jews)
	Computing Teach Computing	Computing systems & networks – tech around us	Creating media – digital painting	Programming A – moving a robot	Data and information – grouping data	Creating media – digital writing	Programming A – programming animations
	English JC	See reading and writing long term plan including book study focus					
	Maths WRM	White Rose Math- Autumn Maths Number Project		White Rose Maths – Spring Maths Number Project		White Rose Maths – Summer Maths Number Project	
	Music Singup	Menu song / Colonel Hathi's March / Magical Musical Aquarium		Football / Who stole my chickens and my hens		Dancing & Drawing to Nautilus / Cat & Mouse / Come Dance with Me	
	PSHE SCARF	Me and my relationships	Valuing Difference (SCARF)	Keeping myself Safe (SCARF)	Rights and Responsibilities (SCARF)	Growing and Changing (SCARF)	Being my best (SCARF)
	PE PE hub	Attack, Defend and Shoot – Unit 1 (Year 2) School Dance – Unit 1 (Year 2) VE	Run, Jump, Throw – Unit 1 (Year 2) - School Send and Return (Y2) - Unit 1 - VE	Gymnastics (Y2) Unit 1 - School Hit, Catch, Run – Unit 1 (Year 2) - VE	OAA (Y2) - School Gymnastics (Y2) Unit 2 - VE	Hit, Catch, Run (Y2), Unit 2 – School Attack, Defend, Shoot (Y2), Unit 2 - VE	Send and Return (Y2), Unit 1 – School Run, Jump, Throw (Y2), Unit 2 – VE
	Commando Joes	Harriet Tubman		Steve Backshall		Queen Elizabeth II	

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Year 3/4	Driver project	Through the Ages 		Rock, Relics and Rumbles 		Emperors and Empires 	
	Novel study	The Stolen Spear		The Firework-Maker's Daughter		Roman Tales: The Goose Guards	
	Geog CM	One Planet, Our World		Covered in main project		Geography revision and retrieval practice	
	Science CM	Animal Nutrition and the Skeletal System		Sound	States of Matter	Electrical circuits and conductors	
	Art CM	Contrast and complement	Prehistoric Pots	Animal	Vista	Beautiful botanicals	Mosaic masters
	DT CM	Cook well, eat well		Functional and Fancy Fabric		Greenhouse	
	RE SACRE locally agreed syllabus	3.1 Diversity within Hindu Dharma: What do Hindus believe and how might they live?	3.2 How and why are people welcomed into different communities? (Christians , Jews, Muslims and Hindus)	3.3 Diversity within Hindu Dharma: What do Hindus believe and how may they live?	4.4 What do Christians learn about the incarnation of Jesus? Do all Christians agree?	3.5 What do Jews learn about Passover? What special things might they do?	4.6 What do different people believe about the creation of the world? (Christianity and humanism)
	Computing Teach computing	Computer systems and networks -	Creating media – stop frame animation	Programming A – sequencing sounds	Data and information – branching databases	Creating media – desktop publishing	Programming B – events and actions in programmes
	ENGLISH	See reading and writing long term plan					
	Maths	White Rose Maths (Autumn)		White Rose Maths (Spring)		White Rose Maths (Summer)	
	Mastery Maths 21 weeks total	Securing understanding of the additive relationship Composition and securing additive facts: within 5 Structures within 10 Composition and securing additive facts: 6 to 10		Securing additive facts within 10 – strategies Doubles and near doubles Addition across 10 Subtraction across 10		No content for summer term	
	Music Singup	I've Been to Harlem / Chilled Out Clap Rap		Latin Dance (Classroom Percussion) / 'March' from The Nutcracker / From a Railway Carriage Year 3/4 – First Access Project ?		Just three notes / Samba with Sergio / Fly with the stars Year 3/4 – First Access Project ?	
	PSHE Scarf	Me and my relationships	Valuing Difference	Keeping myself Safe	Rights and Responsibilities	Growing and Changing	Being my best
	French Classroom Secrets	Year 4 Units 1-7 + French Christmas Activities French Christmas vocab teaching slides plus find and count the objects activity French Christmas vocabulary dominoes		NO FRENCH TAUGHT	NO FRENCH TAUGHT	Year 4 Units 8-15	
	PE PE Hub	Swimming or Commando Joe's - School Tag Rugby (Y4) - VE	Swimming or Commando Joe's - School Basketball (Y4) - VE	Dance (Y4) - School Gymnastics (Y4) - VE	Football (Y4) - School OAA (Y4) - VE	Netball (Y4) - School Rounders (Y4) - VE	Athletics (Y4) - School Handball (Y4) - VE
	Commando Joes	Ed Stafford		Earnest Shackleton		Spartacus	

Year 5/6 Subject-specific projects	Driver project		 Maafa	 Sow, Grow and Farm	 Britain at War
	Novel study		Freedom	The Secret Garden	Goodnight Mister Tom
	Geog CM	Our Changing World		Geography revision and retrieval practice	
	Science CM	Circulatory System		Human reproduction and ageing	
	Art CM	Tints, Tones and Shades	Trailblazers, Barrier Breakers	Light, Line and Shadow	Nature's Art
	DT CM	Food for Life		Eat the Seasons	
	RE SACRE locally agreed syllabus	5.1 What is a worldview? What are the worldviews of people where I live?	UC unit Was Jesus the Messiah?	5.3 Is Easter a commemoration or a celebration for Christians ?	6.4 Why is it important for Muslims to fast during Ramadan? How does Ramadan impact Muslims' lives?
	Computing Teach computing	Computing systems and networks - Systems and searching	Creating media - Video production	Programming A – Selection in physical computing	Data and information – Flat-file databases
	English JC	See reading and writing long term plan			
	Maths WRM	White Rose Maths (Autumn)		White Rose Maths (Spring)	
	Music Singup	What shall we do with the drunken sailor / Why we sing / Intro to songwriting		Madina tun nabi / Building a groove / Epoca	
	PSHE SCARF	Me and my relationships	Valuing Difference	Keeping myself Safe	Rights and Responsibilities
	French Classroom Secrets	Year 6 units 1-7 + French Christmas Activities - French Nativity vocabulary teaching slides plus labelling activity PG 46 'The Nativity Story' Joyeux Noel book – look at the script, find translations and rehearse in groups		FRENCH NOT TAUGHT	FRENCH NOT TAUGHT
	PE PE Hub	Football (Y6) - School Dance (Y6) - VE	OAA (Y6) - School Hockey (Y6) - VE	Swimming or Badminton – School Gymnastics (Y6) - VE	Swimming or Badminton – School Basketball (Y6) - VE
	Commando Joes	Ibn Buttata		Eugene Bullard	
				Nancy Wake	



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