Toynton All Saints

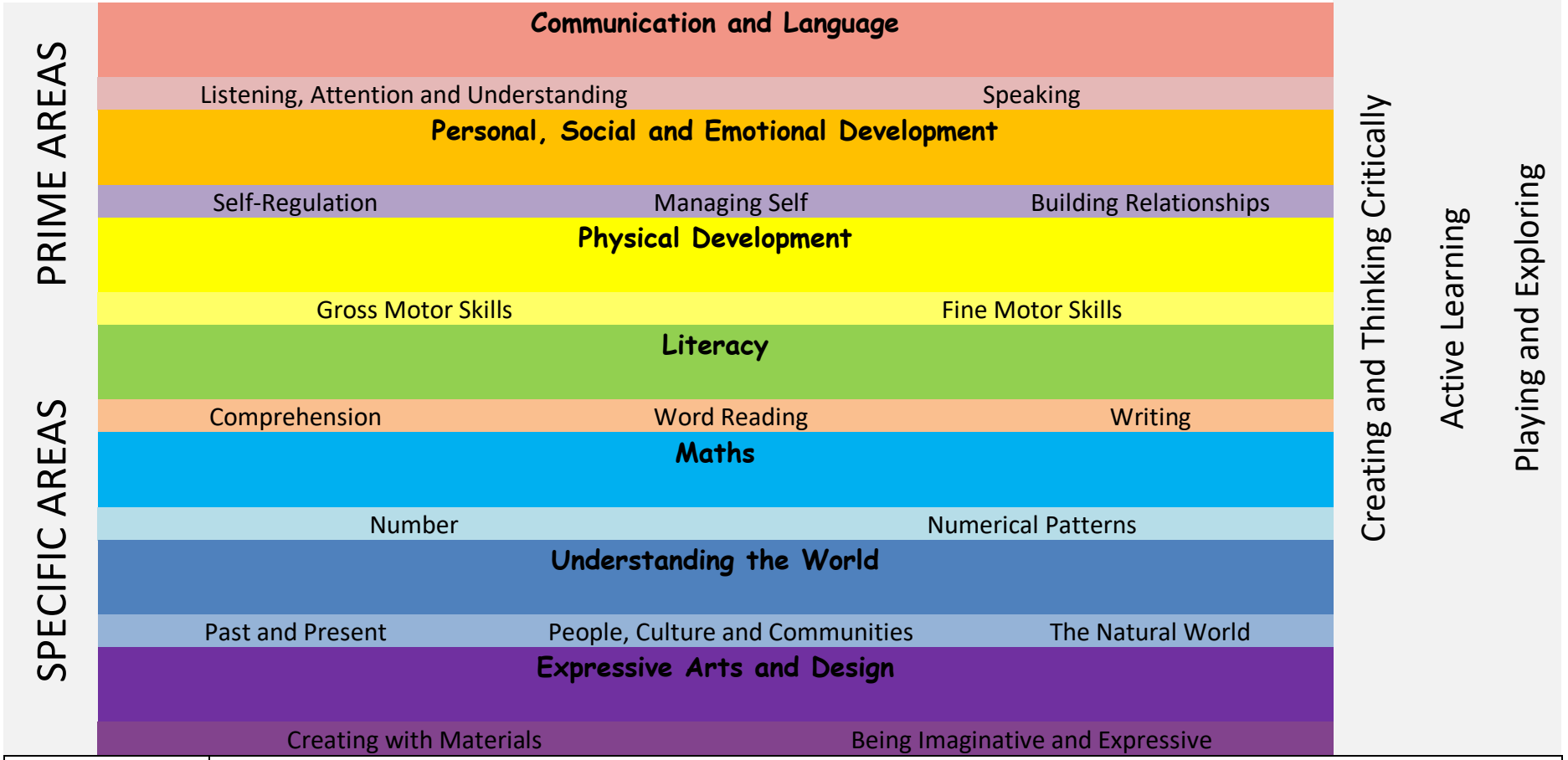
Long Term Plan

2026-2027

Toynton All Saints Primary School Curriculum Map 2026-27

A UNIQUE CHILD	+	POSITIVE RELATIONSHIPS	+	ENABLING ENVIRONMENTS AND ADULT SUPPORT	=	LEARNING AND DEVELOPMENT

The New Early Years Framework 2021



	EYFS LTP 25-26

Toynton All Saints Primary School Curriculum Map 2026-27

	AUTUMN 1 3.9.26 – 23.10.26 *INSET: 1.9.26 & 2.9.26*	AUTUMN 2 2.11.26 – 18.12.26	SPRING 1 5.1.27 – 12.2.27 *INSET: 4.1.27*	SPRING 2 22.2.27 – 25.3.27	SUMMER 1 14.4.27 – 28.5.27 *INSET: 13.4.27*	SUMMER 2 7.6.27 – 21.7.27 *INSET: TBC*
	RELATIONSHIPS	**RESPECT**	**RESILIENCE**	**RISK-TAKING**	**RESOURCEFULNESS**	**REFLECTION**
	Marvellous me 	**Let's celebrate!** 	**Down on the farm** 	**Our community heroes** 	**It's a bugs' life** 	**Our beautiful planet** 
GENERAL THEMES N.B. These themes may be adapted to follow children's interests and world-wide events to flow through provision.	Starting school New class Rules and routines – TAS houses and Dojo points My family Signs of Autumn Hibernation Diwali	Celebrations – Halloween, Bonfire Night, Remembrance, Anti-Bullying Week, Christmas	Farm animals (and their babies), Farm machinery – past and present, Growing food, Chinese New Year	Firefighters, vets, doctors and nurses, police officers, opticians, lifeguards and coastguards, Pancake Day	World Earth Day, environment, reusing and recycling, minibeasts and lifecycles	Around the World Wednesday, From Toynton to Africa. Flags and culture, Under the sea, at the seaside
POSSIBLE TEXTS AND 'CLASSIC FAVOURITES'	Starting school Goldilocks Three little pigs Little Red Riding Hood We're going on a leaf hunt Don't hog the hedge The Little Red hen Rama and Sita story	Elmer Kind Where the poppies now grow The Nativity Story The gingerbread man Letters to Santa	A peep inside the farm What the ladybird heard Farmyard hullabaloo Farmer Duck Oliver's vegetables Rosie's walk The scarecrow's wedding	Mr Wolf's pancakes Superworm Supertato Why I love my mummy We're going on an egg hunt Range of topic related non-fiction texts	What the ladybird heard The very hungry caterpillar The very lazy ladybird The monkey puzzle Range of topic related non-fiction texts	What the ladybird heard at the seaside Why I love my daddy Splash, Anna Hibiscus! The rainbow fish Mister Seahorse

Toynton All Saints Primary School Curriculum Map 2026-27

<table>
<tr><td>EXPERIENCES AND ENHANCEMENTS TO LEARNING</td><td>Home corner
Baseline assessments
Parent join-in session
Salt dough hedgehogs
Harvest
School disco
Diwali</td><td>Christmas home corner
Parents evening
Anti-bullying week
Nativity performance
Santa visit
Whole school Christmas trip</td><td>Farm shop
Chinese New Year restaurant and celebrations
Tractor visit
Farm to fork tasting
Valentines Disco
Parents evening</td><td>Vet surgery
Making pancakes
Firefighter visit
Incubating chicks
Easter Bunny treasure hunt</td><td>Secret garden
Class caterpillars
Frogspawn
Snails
Planting sunflower seeds
‘If you go down to the woods today’ event in Forest School</td><td>Ice-cream kiosk/café
Whole school funday
Sports Day
Aquarium trip
Transition sessions
Written reports to parents</td></tr>
<tr><td>COEL</td><td colspan="6">Characteristics of Effective Learning
<u>Playing and exploring</u>: - develop a larger store of information and experiences to draw on which positively supports their learning.
<u>Active learning</u>: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
<u>Creating and thinking critically</u>: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</td></tr>
<tr><td>Communication and Language</td><td colspan="6">The development of children’s spoken language underpins all seven 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 the conversations they have 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 children the opportunity to thrive. Through conversation, story-telling and role play, 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.</td></tr>
<tr><td></td><td colspan="6">Vocabulary acquisition – Drawing Club
Children will learn 6 new tier 2 words per book, learning definition, word class and grammatical context for each.
<table><tr><td>e.g. plonked, muttered, swooped, fond, terrible</td><td>e.g. clutched, keen, gasped, celebrate</td><td>e.g. crept, squeezed, weary, chuckle</td><td>e.g. damp, furious, gripping, soared</td><td>e.g. whimpered, slumbering, rescue, distress</td></tr></table></td></tr>
<tr><td>Personal, Social and Emotional Development</td><td colspan="6">Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy</td></tr>
</table>

eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Our children will learn how to:
See themselves as a valuable individual.
Form positive attachments to adults and friendships with peers.
Build constructive and respectful relationships - give focussed attention to what the teacher says, and work cooperatively with others, showing sensitivity to others' needs.
Express their feelings and consider the feelings of others.
Show resilience and persevere in the face of challenge.
Identify and moderate their own feelings socially and emotionally.
Think about the perspective of others.
Manage their own needs.

Our children will know the five British Values (in an age-appropriate way)
Democracy: making decisions together:
- ✓ Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- ✓ Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law: understanding rules matter
- ✓ Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- ✓ Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up

Individual Liberty: freedom for all
- ✓ Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks.
- ✓ Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Mutual Respect and Tolerance: treat others as you want to be treated
- ✓ Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences
- ✓ To encourage and explain the importance of tolerant behaviour such as sharing and respecting other's opinions

Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

One Decision (a PSHE programme to support our children's learning) – suggested Rainbow Drop Videos

Red needs the toilet Pink misses Mummy Red's nut allergy Blue learns to share Orange helps out	Yellow leans about germs Pink feels sad Why does Purple play differently?	Blue gets lost Blue's indoor voice Green gets glasses Orange moves out	Blue explores road safety Orange brushes her teeth Red visits the dentist	Rainbow's food journey Rainbow's day out Green's greens Pink has a new brother	Green moves up a year Orange feels worried Yellow goes on holiday Rainbow visits the seaside

Toynton All Saints Primary School Curriculum Map 2026-27

<table>
<tr><td></td><td>Orange feels worried</td><td>Rainbow feels angry
Purple the passenger</td><td></td><td>Yellow's bedtime
Purple is poorly</td><td></td><td></td></tr>
<tr><td>Physical Development</td><td colspan="6">Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</td></tr>
<tr><td></td><td colspan="6">Our children will improve their key physical gross motor skills by:
– rolling, crawling, walking, jumping, running, hopping, skipping, climbing developing overall body strength, coordination, balance and agility needed to successfully engage with future physical education, including dance, sport and gymnastics
- developing a range of ball skills including: throwing, catching, kicking, passing, batting and aiming, building confidence, competence, precision and accuracy

Our children will improve their key physical fine motor skills by:
- Being able to use a range of tools, such as pencils, paintbrushes, scissors and cutlery, competently.
- Using core muscle strength to achieve good posture when sitting at a table, or on the floor.
- Using a range of large and small apparatus.
- Developing the foundations of a handwriting style which is fast, accurate and efficient.

Our children will know:
- different factors which support overall health and wellbeing, including: regular exercise, healthy eating, toothbrushing
- sensible amounts of 'screen time'
- good sleep routine
- how to be a safe pedestrian
- the Toynton Expectations and 6 Rs</td></tr>
<tr><td></td><td colspan="6">PE Units</td></tr>
<tr><td></td><td>Introduction to PE: Unit 1</td><td>Fundamentals: Unit 1</td><td>Dance: Unit 1</td><td>Gymnastics: Unit 1</td><td>Ball skills: Unit 1</td><td>Games: Unit 1</td></tr>
<tr><td>Literacy</td><td colspan="6">It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</td></tr>
<tr><td></td><td colspan="6">Word Reading – supported by the nationally credited programme RWInc.</td></tr>
<tr><td></td><td>Our FS1 children will know:</td><td>Our FS1 children will know:</td><td>Our FS1 children will know:</td><td>Our FS1 children will know:</td><td>Our FS1 children will know:</td><td>Our FS1 children will know:
How to read some of the first Set 1 sounds</td></tr>
</table>

Toynton All Saints Primary School Curriculum Map 2026-27

	How to identify a range of environmental sounds	How to identify a range of musical sounds	How to spot and suggest rhymes	How to clap and count syllables	How to recognise words with the same initial sound	
	Our FS2 children will know: Set 1 sounds (first 16)	**Our FS2 children will know how to:** Read all single-letter Set 1 sounds Blend sounds into words orally	**Our FS2 children will know how to:** Blend sounds to read words Read short ditty stories	**Our FS2 children will know how to:** Read Red story books **Our children will know how to:** Read Set 1 special friends	**Our FS2 children will know how to:** Read Green story books Read 4 double consonants	**Our FS2 children will know how to:** Read Green/Purple story books Read first 6 Set 2 sounds
	Writing – within RWInc. and topic linked					
	Our FS1 children will know how to: Draw lines and circles within their mark making. Recognise their name.	**Our FS1 children will know how to:** Draw zig zag lines within their mark making. Trace over their name with support.	**Our FS1 children will know how to:** Draw a line of rainbows within their mark making. Trace over their name.	**Our FS1 children will know how to:** Draw loops within their mark making. Begin to write some letters in their name.	**Our FS1 children will know how to:** Draw diagonal lines within their mark making. Write some letters in their name.	**Our FS1 children will know how to:** Draw anti-clockwise semi-circles within their mark making. Correctly form some letters in their name.
	Our FS2 children will know how to: Use their preferred dominant hand, Use the tripod grip, Mark-make as a method of communication, Write their name. Correctly form the letters as introduced in RWInc. **Our children will know:** Marks and labels have meaning. **Pop sentences:** Children are introduced to Pop and stories of his adventures.	**Our FS2 children will know how to:** Write some sounds correctly (initial and final sounds). Begin composing words and phrases in response to shared experiences e.g. firework sounds Christmas cards, letters to Santa, lists using their phonic knowledge, **Pop sentences:** Children begin to orally rehearse a simple Pop sentence, using MTYT.	**Our FS2 children will know how to:** Use phonic knowledge to write some simple CVC words Write 'I can see…' on the farm – dog, pig, hen, cat, man, chick, pet, duck etc. **Pop sentences:** Children can confidently orally rehearse a simple Pop sentence, and participate in shared writing sessions with the teacher.	**Our FS2 children will know how to:** Write CVC words and short phrases. Write simple labels e.g. fire engine, people who help us, vet prescriptions, shopping list etc. Hold a dictated sentence of 4 words in their heads. **Pop sentences:** Children begin to write simple Pop sentences independently.	**Our FS2 children will know how to:** Write simple phrases and sentences that can be read by others. E.g. weekly minibeast facts – snail, bee, ladybird, caterpillar, butterfly Hungry caterpillar shopping list **Pop sentences:** Children can write simple Pop sentences independently.	**Our FS2 children will know how to:** Write simple phrases and sentences that can be read by others. Use some 'red words' that are spelt correctly. Show an awareness of finger spaces, capital letters and full stops in a range of sentences linked to weekly texts. **Pop sentences:** Children can confidently write simple Pop sentences independently.
	Comprehension – supported through daily "Drawing Club" **Our children will begin to:**					

Toynton All Saints Primary School Curriculum Map 2026-27

	identify and empathise with story characters and setting, recognise the problem/dilemma within a story, use drama to demonstrate characters' emotions, reactions and responses within the story plot, including 'I wonder what would happen if…' adventure time					
	Goldilocks and the Three Bears Little Red Riding Hood Three Little Pigs	Elmer The Gingerbread Man The Nativity Story	Farmer Duck Oliver's Vegetables Rosie's Walk	Mr Wolf's Pancakes Superworm Supertato	What the Ladybird Heard The Very Hungry Caterpillar Monkey Puzzle	What the Ladybird Heard at the Seaside The Rainbow Fish Mister Seahorse
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. 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. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and ten-frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their 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, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Number - supported by White Rose Maths for FS1 and "Mastering Number" (a nationally recommended programme) for FS2					
	Our FS1 children will know how to: Use the vocabulary 'more than', 'fewer than' and 'same' Hear and say the number 1	**Our FS1 children will know how to:** Begin to order number names Begin to subitise within 3	**Our FS1 children will know how to:** Show 1,2,3 using resources Move and label 1,2,3	**Our FS1 children will know how to:** Take and give 1,2,3 Talk about dots (when subitising) Compare and sort collections	**Our FS1 children will know how to:** Make games and perform actions within 4	**Our FS1 children will know how to:** Count to 5 Show 5 Match, sort and compare items
	Our FS2 children will know how to: Subitise within 3 Count sequentially Explore how all numbers are made of ones Partition 3 and 4 Subitise objects and sounds Compare quantities in sets 'just by looking' Use the language of comparison – more than, fewer than	**Our FS2 children will know how to:** Extend their counting sequentially Show the 'fiveness of 5' using fingers on one hand and die pattern frame Compare sets – by matching Use the language of comparison – more than, fewer than, an equal number Partition 3,4,and 5 beginning to understand the terms "part" and "whole"	**Our FS2 children will know how to:** Subitise within 5 on die patterns Match numerals to quantities within 5 Count with an awareness of ordinality and the 'staircase' pattern See that each number is one more than the previous number Partition 5 Describe 6 and 7 as '5 and a bit' Compare sets and use the language of	**Our FS2 children will know how to:** use the 'staircase' pattern when ordering numbers Order numbers to 8 Use language of less than Understand and partition 7 Double – exploring how some numbers can be made from 2 equal parts Sort numbers according to the attributes – odd and even	**Our FS2 children will know how to:** Count larger sets and things that cannot be seen Subitise to 6 – including in structures arrangements Compose numbers – '5 and a bit' Composition of 10 Comparison – linked to ordinality Play track games	**Our FS2 children will know how to:** Subitise to 5 Begin using the Rekenrek Recall bonds to 5 Compose numbers to 10 Make comparison Follow and create number patterns Count beyond 30

Toynton All Saints Primary School Curriculum Map 2026-27

		Use one to one correspondence when object counting Match numerals to quantities within 10 Verbally count beyond 20	comparison – more than, few than, an equal number Make unequal sets equal			
	Space, Shape and Measure supported by White Rose for FS1 (FS2 TBC – awaiting resources from new Mastering Number programme)					
	Our FS1 children will know how to: Build with shapes and objects Explore repeating patterns	**Our FS1 children will know how to:** Join in with repeating patterns Explore position and space	**Our FS1 children will know how to:** Explore position and routes	**Our FS1 children will know how to:** Match items and talk about them	**Our FS1 children will know how to:** Lead on own repeating patterns Complete a simple puzzle	**Our FS1 children will know how to:** Make own simple patterns
	Our FS2 children will know how to:	**Our FS2 children will know:**	**Our FS2 children will know how to:**	**Our FS2 children will know:**	**Our FS2 children will know:**	**Our FS2 children will know:**
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them − from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Past and Present (History)					
	Me and my family **Our FS1 children will know:** The members of their own family, and people who are important to them **Our FS2 children will know:** The changes a child makes from baby to	**Remembrance** (use Cbeebies Poppies clip to support discussion) **Our FS1 children will know:** Animals helped soldiers during the war **Our FS2 children will know:**	**Farming machinery over time** **Our FS1 children will know:** Animals helped farmers plough the fields before they had tractors **Our FS2 children will know:**	**Changes in emergency vehicles over time** **Our FS1 children will know:** Old emergency vehicles rang a loud bell before there were sirens and flashing lights **Our FS2 children will know:**	**Sir Joseph Banks insect discoveries** **Our FS1 children will know:** Explorers discovered different insects in other countries far away **Our FS2 children will know:**	**Aviation – changes in aircraft over time to travel around the world** to link Remembrance, Vehicles themes) **Our FS1 children will know:** Early aircraft were small and could only carry a couple of passengers **Our FS2 children will know:**

	toddler to going to school	People and animals went to war in our country and a reason we must remember them **Journeys – past and present travel** (link to Nativity Story on donkey) **Our FS1 children will know:** People used horses and donkeys to travel before we had cars, trains, buses. **Our FS2 children will know:** People used animals to travel before we had cars, trains, buses. These journeys took a very long time.	Animals helped farmers plough their fields before tractors Machines make farming easier today	How to identify new and old emergency vehicles	Sir Joseph Banks was an explorer and sailor He found plants and insects on his journeys overseas, and his collections can be viewed at a museum in Horncastle.	How to identify the differences and similarities between old and modern air travel
	People, Culture and Communities (Geography/RE)					
	Our communities **Our FS1 children will know:** They belong to a family at home, and a class family in school **Our FS2 children will know:** They belong to different groups of people e.g. Chestnuts, school	**Festivals, special days to celebrate different peoples, cultures and faiths** **Our FS1 children will know:** The names of important celebrations at this time of the year **Our FS2 children will know:** Some of the traditions to celebrate Diwali,	**Festivals, special days to celebrate different peoples, cultures and faiths** **Our FS1 children will know:** Some traditions to celebrate Chinese New Year e.g. dragon dance **Our FS2 children will know:**	**Festivals, special days to celebrate different peoples, cultures and faiths** **Our FS1 children will know:** Some traditions to celebrate Mother's Day, Easter, Holi, Shrove Tuesday **Our FS2 children will know:**	**Weather and climate for minibeasts** **Our FS1 children will know:** Some minibeasts come out in the rain e.g. worms and snails **Our FS2 children will know:** How to describe different weather conditions	**Where in the World Wednesdays – a different country culture and environment differences** **Our FS1 children will know:** They live on planet Earth There are lots of different countries in the world **Our FS2 children will know:** They live on the planet Earth There are lots of countries in the world

	community, family, clubs, village When their birthday is	Halloween, Bonfire Night, Advent, Christmas How different groups of people celebrate different things according to their culture and faith How and why people's differences and diversity must be celebrated (link to Anti-bullying Week)	Some of the traditions to celebrate Chinese New Year A range of stories from different faiths e.g. Nativity Story, Noah's Ark, Mohammed and the bird, The Great Race (12 Chinese animals for the years)	Some of the traditions to celebrate Holi, Shrove Tuesday, Mother's day, Easter Some similarities/ differences Holi has to Diwali, Christmas etc.	How the weather can affect living things especially minibeasts	Some names of countries related to their travel, families, news What a globe and maps are for
	The Natural World (Science) using the Wild at Heart area to experience seasonal changes					
	Signs of Autumn **Our FS1 children will know:** Some animals that hibernate Leaves on some trees change colour **Our FS2 children will know:** Five animals that hibernate Leaves on some trees change colours The weather changes and this affects our lives	**Signs of Winter** **Our FS1 children will know that:** Snow, frost, ice can occur in Winter due to very cold temperatures **Our FS2 children will know that:** Some animals collect food for winter Leaves on some trees die and fall off The weather changes and this affects our lives	**Our local environment – farming** **Our FS1 children will know that:** There is lots of fields and farm land in Lincolnshire Many vegetables are grown in Lincolnshire **Our FS2 children will know that:** Where we live is different to a city like London Farming is important in Lincolnshire How to draw a simple map of school grounds/classroom/farm and compare land use	**Signs of Spring** **Our FS1 children will know that:** The temperature begins to get warmer in Spring Leaves on some trees start to bud and many flowers begin to grow **Our FS2 children will know that:** Some animals lay eggs in Spring (lifecycle of a chicken) Leaves on some trees start to bud The weather changes and this affects our lives	**World Earth Day – taking care of our planet** **Our FS1 children will know:** The key features of the life cycle of a butterfly Some minibeast habitats e.g. worm, bee **Our FS2 children will know:** The lifecycle of a butterfly The importance of trees and flowers for humans The lifecycle of a sunflower Some Minibeast habitats e.g. butterfly, worm, beetle, bee, snail	**Signs of Summer** **Our FS1 children will know that:** The Summer brings warmer sunshine It is important to drink lots of water and use sun cream in hot weather **Our FS2 children will know that:** Leaves on some trees are fully grown and green The weather changes and this affects our lives Sun cream, shade and water are vital in hot weather People must stay safe at the seaside especially in the water
	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what					

Toynton All Saints Primary School Curriculum Map 2026-27

<table>
<tr><td>Expressive Arts and Design</td><td colspan="6">children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</td></tr>
<tr><td></td><td colspan="6">Creating with materials</td></tr>
<tr><td></td><td colspan="2">Mark making, Colour
Our children will learn how to:
Hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).
Select coloured drawing implements for a purpose.
Use drawing tools to make marks, lines and curves.
Draw accurate representations of people and objects.
Talk about their own and others' work
Recognise and name different colours.
Understand that when colours are mixed, new colours are created.
Select and create different colours.
Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.
Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).
Work from direct observation and imagination</td><td colspan="2">Texture
Our children will learn how to:
Experiment and use a variety of textiles and fabric.
Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.
Have a go at threading a needle.
Experiment in simple weaving: paper, twigs. -
Experience fabric collage: layering fabric, adding different textiles and media</td><td colspan="2">Form – 3D
Our children will learn how to:
Explore malleable media such as clay, salt dough, playdoh and sand.
Impress and apply simple decoration.
Cut shapes using scissors and other modelling tools.
Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. –
Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.
Choose own resources and tools.</td></tr>
<tr><td>Stimuli</td><td>Free choice painting
Self-portraits
Pig/wolf collage masks
Goldilocks and three bears craft
Salt dough hedghogs</td><td>Firework art
Poppy art
Sewing felt hand puppets
Jack frost tinfoil painting
Christmas crafts – stockings, cards, decorations</td><td>Chinese New Year lanterns
Snowdrop collage
Farmyard collage craft and junk modelling
Step by step drawing</td><td>Mother's Day cards
Emergency vehicles junk modelling
Easter crafts</td><td>Colour mixing – Van Gough flowers
Clay minibeasts
Painting symmetrical butterflies</td><td>Father's Day cards
Rainbow fish painting
Textured sand seaside art pictures
Ice-cream collages and lollipops
The great wave of Kanagawa replicas
African patterns</td></tr>
<tr><td>Key Artists</td><td>Andy Goldsworthy</td><td></td><td>Constable</td><td></td><td>Van Gogh</td><td>Hokusai</td></tr>
<tr><td></td><td colspan="6">Being imaginative and expressive – supported by Music scheme 'Sing Up!'</td></tr>
<tr><td></td><td>I've got a grumpy face
The sorcerer's apprentice</td><td>Witch, witch
Row, row, row your boat</td><td>Bird spotting: cuckoo polka
Shake my sillies out</td><td>Up and down
Five fine bumblebees</td><td>Down there under the sea
It's oh so quiet</td><td>Slap clap clap
Bow, bow, bow Belinda</td></tr>
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Toynton All Saints Primary School Curriculum Map 2026-27

	Our children will learn how to: Sing a range of well-known nursery rhymes Perform songs with others and remember many actions (inc. Nativity play to families) Develop storylines in their pretend play	**Our children will learn how to:** Listen attentively, move to and talk about music, expressing their feelings and responses Say what they think about the music Compare pieces of music e.g. louder, quieter, faster, slower Watch and talk about dance and performance art, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups Create collaboratively, sharing ideas, resources and skills	**Our children will learn how to:** Listen with increased attention to sounds Remember and sing entire songs Respond to what they have heard expressing their thoughts and feelings Play instruments with increasing control to express their feelings Return to and build on previous learning, refining ideas and developing the ability to represent them

Toynton All Saints Primary School Curriculum Map 2026-27

Y1/2 - Rowans	Autumn term		Spring term		Summer term	
History	How am I making history?		How have toys changed?		What is a monarch?	
Geography		What is it like here?		What is the weather like in the UK?		What can you see at the coast?
Science (26-27 special)	Forces and space: Seasonal changes (A)	Animals, including humans: Sensitive bodies (B)	Materials: Everyday materials (B)	Animals, including humans: Comparing animals (B)	Materials: Uses of everyday materials (B)	Living things: Microhabitats (B)
Art/DT	Spirals	DT: Sensational Salads	Exploring watercolour	DT: Moving Pictures	Playful Making	DT: Our Fabric Faces
PSHE	Road safety	Washing hands Online Bullying	Democracy	Jealousy Grief	Friendship Y1 Body language Y2	Growing in our world
Music	Menu Song	Colonel Hathi's March Magical musical aquarium	Football	Who stole my chickens and my hens?	Dancing and drawing to Nautilus Cat and Mouse	Come dance with me
PE	Ball Skills (Y2) Fundamentals	Sending and Receiving (Y2) Gymnastics	Invasion games (Y2) Fitness	Net and Wall games (Y2) Dance	Target games (Y2) Athletics	Striking and fielding (Y2) Team Building
RE (KS1 B LDBE units)	What is a human being? (1)	What is a human being (2)	Local case study 1	Local case study 2	How do people welcome a new human into their community (1)	How do people welcome a new human into their community (2)
Computing	Grouping data Y1	Moving a robot Y1	Digital photography Y2	Pictograms Y2	Robot algorithms Y2	Digital music Y2

Toynton All Saints Primary School Curriculum Map 2026-27

Y3/4 - Sycamores	Autumn term		Spring term		Summer term	
History	Who were the Victorians?		The British Empire			The Windrush Generation
Geography		Are all settlements the same?		Who lives in Antarctica?		What are rivers and how are they used?
Science (Sycamores Year B)	Energy: Light and shadows (A)	Animals, including humans: Movement and nutrition (A)	Materials: Rocks and soil (A)	Plants: Plant reproduction (B)	Forces and space: Forces and magnets (B)	Making connections: How does food affect muscle fatigue? (A) Mixed age unit different.
Art/DT	Storytelling through drawing	DT: Juggling Balls	Exploring still life	DT: Let's go Fly a Kite	Sculpture, structure, Inventiveness and determination	DT: Edible Garden
PSHE	Staying Safe Healthy Eating	Practice makes perfect	Computer safety Medicine	Making friends online	Yr 3 - Touch Yr 4 - Appropriate touch	Tolerance
Music	I've been to Harlem	Chilled-out clap rap	Latin dance	'March from the Nutcracker' From a railway carriage	Just three notes Sambe with Sergio	Fly with the stars
PE	Fundamentals Net and Wall Games (Y3)	Hockey (Y3) Ball Skills	Gymnastics *Yoga*	Tennis (Y3) Fitness	Football (Y3) Athletics (Y3)	Gymnastics Cricket (Y3)
RE (LKS2 B LDBE units)	What is religion? What is spirituality?	Are all homes spiritual places?	Can spirituality make things better? Case study 1	Can spirituality make things better? Case study 2	How do people express their spirituality together? Muslim/Hindu	How do people express their spirituality together? Christian/ community
Computing	Branching databases Y3	Sequencing sounds Y3	Events and actions in programmes Y3	Data logging Y4	Desktop publishing Y3	Lessons 2-6 of repetition in games Y4
MFL	Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals	Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas	French names Colours Opinions Word order of adjectives A traditional story	French maths: addition and subtraction *J'ai* (I have) Age Easter	Definite (*le,la,les*) and indefinite (*un, une, des)* articles *Je voudrais* (I would like) Extending sentences with *mais*	*C'est* Extending sentences with *aussi* Numbers 1-15 Days of the week Assessments

Toynton All Saints Primary School Curriculum Map 2026-27

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4/5 - Elms	Autumn term		Spring term Forest School term 4		Summer term	
History	What was the impact of WW2 on the people of Britain?		The History of Space Exploration		The Shang dynasty	
Geography		Marvellous Maps		North and South America		Where does our food come from?
Science	Energy: Light and shadows (A)	Living Things: Life Cycles and Reproduction (B)	Forces and space: Unbalanced forces (B)	Materials: Rocks and soil (A)	Making connections: How does wind force affect seed dispersal? (B)	Making connections: How does food affect muscle fatigue? (A)
Art/DT	2D drawing to 3D making	DT: Juggling Balls	Exploring identity	DT: Let's go Fly a Kite	Shadow puppets	DT: Edible Garden
PSHE	Leaning out of windows	Texting while driving	Stealing	Looking after our world	Yr4 – Appropriate touch Yr 5 – Puberty	Medicine
Music	Hey, Mr Miller	Favourite song (ukeleles)	Monsters, monsters!		Shadows Composing for protest	Touch the sky
PE	Tennis (Y5) Fitness	Tag Rugby (Y4) Gymnastics Swimming (Y5)	Netball Yoga	Football (Y5) Dance	Netball Rounders	Cricket Athletics (Y5)
RE (UKS2 A LDBE units)	Does creativity matter in worldviews? Music	Does creativity matter in worldviews? Art	Do people always put their beliefs into action (Christian World Views)	Do people always put their beliefs into action (Muslim World Views)	Are all people equal? Part 1	Are all people equal? Part 2
Computing	The internet Y4	Audio production Y4	Data logging Y4	Repetition in games Y4	Video production Y5	Flat-file databases Y5
MFL	Revision of animals and classroom instructions A French poem How to use a French bilingual dictionary Parts of the body Introduction to the negative	Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the snowman	Je voudrais with food Phonemes e and an Revise numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day (poisson d'avril)	Dates and birthdays Personal descriptions (hair and eye colour) The third person (verbs) Phonemes r and ch	Family vocabulary Possessive adjectives (mon,ma,mes) Phoneme eu Further dictionary skills Clothing vocabulary Revise adjectival agreements	Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions Assessments French food project

Toynton All Saints Primary School Curriculum Map 2026-27

Toynton All Saints Primary School Curriculum Map 2026-27

Y6 – Mighty Oaks	Autumn term		Spring term		Summer term	
History	What can the census tell us about local areas?		What is the Legacy of Ancient Greek Civilisation?		What was the Sikh Empire?	
Geography		Why does population change?		Where does our energy come from?		Can I carry out independent fieldwork?
Science (Y6 knowledge) Kapow Units	**Energy: Light and reflection (A)** Examining how light behaves by investigating reflection, shadows and how light travels in straight lines.	**Energy: Circuits, batteries and switches (B)** Developing knowledge of circuits, the effects of changing voltage and how switches contribute to different devices	**Living things: Classifying big and small (B)**	**Living things: Evolution and inheritance (B)** Exploring inheritance and evolution by investigating how characteristics can be inherited or influenced by the environment.	**Animals, including humans: Circulation and health (A)** Learning about the circulatory system by exploring the roles of the heart, blood and blood vessels and using models to demonstrate how they work together.	**Making connections: How does light affect the direction of plant growth? (B)** Exploring the relationship between light source and the direction of plant growth through scientific enquiry. .
Art/DT	Drawing & Sketchbooks: Typography and Maps	DT: Marbulous Structures	Surface & Colour: Making Monotypes	DT: Global Food	Working In Three Dimensions: Set Design	DT: Felt Phone Cases
PSHE	Water safety	Alcohol Making friends online	Stealing	Worry	Conception	Inn-app purchases British values
Music	*Earthlight*		Dona nobis pacem	Ain't gonna let nobody	Race Exploring identity through song	Favourite song (ukeleles)
PE	Tennis Swimming	Hockey Gymnastics	Football Yoga	Netball Dance	Cricket Athletics	Fitness
RE (UKS2 B)	Do religious worldviews change over time? (1)	Do religious worldviews change over time? (2)	Is technology a good thing for religious worldviews? (1)	Is technology a good thing for religious worldviews? (2)	What is my view of the world? Case study	Does religion matter?
Computing	Flat-file databases Y5	Selection in quizzes Y5	3D modelling Y5	Spreadsheets Y6	Variables in games Y6	Using the micro:bit Y6

Toynton All Saints Primary School Curriculum Map 2026-27

MFL	Revise *avoir* and *être* Questions Telling the time Daily routine	Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world	*Je peux* + infinitive Bedroom descriptions Places in a town	Revise places in town Revise *aller* Directions Revise food Buying food April fool's day	Numbers 61-100 Ordering food in a café Famous French food and menus The perfect (past) tense	The perfect (past) tense Revision Assessments The French alphabet
Enrichment/ experiences					Theme park trip	End of year play/performance