Whole School Overview 2026-2027

Reception and KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B 2026-7	**Teddies, Toys and Tales**	**Blast off (Moon Zoom) Christmas**	**Muck, Mess and Mixtures (fairytales)**	**Sails, Rails, Wheels and Wings**	**The Secret Garden**	**Curious Coastline habitats**
Enrichment	Teddy Bears Picnic in the Woods Den building Museum/Park trip Rosemoor? Forest School	Space Dome Forest School LEGO Robotics Taz Pollard - Ceramic decorations	Forest School Slime making Clive PiG Cultural Champion Holi	Tiverton Museum and Devon Railway Centre World Book Day	Rosemoor Arlington Court Forest School	Plymouth Aquarium Visit Ilfracombe
Mathematics	EYFS – Getting to know you Just like me! It's me 1,2,3! Light & Dark Y1 – Place Value Addition and subtraction Shape Y2 – Place value Addition and subtraction Shape		EYFS – Alive in 5! Growing 6,7,8 Building 9 and 10 Y1 – Place Value Addition and subtraction Place Value Length and height Mass and volume Y2 – Money Multiplication and division Length and height Mass, capacity and temperature		EYFS – To 20 and beyond First, then, now Find my pattern On the move Y1 – Multiplication and division Fractions Position and direction Place value Money Time Y2 – Fractions, Time Statistic, Position and direction	
English	EYFS- Dear Zoo The Little Red Hen	EYFS - The High Street (KS1)	EYFS - Riding Hood (KS1) The Book of Slime (KS1)	EYFS - Amelia Earhart (KS1)	EYFS - A Mouse Called Julian (Ks1)	EYFS - My First Book fo the Sea (Ks1)

	Dear Mother Goose - Fiction Hidden Worlds - Forest - Non-Fiction	Zim, Zam, Zoom (KS1)		Sylvia and Bird (KS1)	Could a Penguin Ride a Bicycle? (KS1)	Mrs Armitage and the Big Wave (KS1)
Year 1 Reading **Teachers to ensure that objectives are specifically taught in these terms but will be covered in all terms and links with Bookwrites made.** **3 Stories Daily with discussion** **Little Wandle Phonics** **Word Reading** **Comprehension**	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Discussing word meanings, linking new meanings to those already known Show they understand both the books they can already read accurately and fluently and those	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings § read other words of more than one syllable that contain taught GPCs Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading

	read or hear read to their own experiences. Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart	they listen to				
Reading Year 2 Little Wandle Phonics **Word Reading** **Comprehension** **Teachers to ensure that objectives are specifically taught in these terms but will be covered in all terms and links with Bookwrites made.** **3 Stories Daily with discussion including chapter books.**	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Checking that the text makes sense to them as they read and correcting inaccurate reading Making inferences on the basis of what is being said and done	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Recognising simple recurring literary language in stories	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading. Listening to, discussing and expressing views	Consolidate word reading skills taught Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Consolidate word reading skills taught Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. recognising simple recurring literary language in poetry Participate in

	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Drawing on what they already know or on background information and vocabulary provided by the teacher Answering and asking questions	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales predicting what might happen on the basis of what has been read so far	about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Being introduced to non-fiction books that are structured in different ways discussing the sequence of events in books and how items of information are related	Discussing their favourite words and phrases	discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
Science Kapow - Cycle B	Animals Including Humans - Sensitive Bodies	Materials :Everyday Materials	Materials : Uses of Everyday Materials	Animals Including Humans :Comparing Animals	Living Things :Microhabitats	Making Connections - Fairytale Science
Art and design (Access Art)	Stick transformation Project	Simple printmaking	Exploring watercolour	Drawing games	Explore and draw	Playful Making
Design and technology	Structures - A Chair for a Bear	Simple Stitches		Mechanisms - Wheels and Axels	Cooking and Nutrition	

Computing	Computing systems and networks - IT around us	Creating media- digital painting	Programming A - Robot Algorithms	Creating Media - Digital Writing	Programming B - programming quizzes	Data and information - Grouping Data/Pictograms (Link maths)
Geography Kapow - Cycle A		What is it like here?	What is the weather like in the UK?		Mapping Skills	What is it like to Live by the coast?
History (Key Stage History)	Toys (changes over time)	Moon Landing (significant events)		The Wright Brothers (significant individuals)		Seaside (local history link with geography)
Music	EYFS - Big Bear Funk KS1 - My Musical Heartbeat	EYFS - Me KS1 - Dance, Sing and Play	EYFS - My Stories KS1 - Exploring Sounds	EYFS - Everyone KS1 - Learning to Listen	EYFS - Our World KS1 - Having fun with improvisation	EYFS - Summer Performance KS1 - Lets Perform together
Physical Education	Gymnastics - Wednesday pm Fundamental Movement Skills	Gymnastics Dance	Swimming Ball skills	Swimming Games - Football	Athletics Tennis	Games
Religious Education	EYFS - Why is the word God so important to Christians? KS1 - Who Do Christians Say Made The World?	EYFS - Why is Christmas special for Christians? KS1 - Why does Christmas Matter to Christians?	EYFS - Being Special - Where do we belong? KS1 - What is the 'Good News' Christians believe Jesus Brings?	EYFS - Why is Easter important to Christians? KS1 - Why is Easter important to Christians? What places are sacred to believers?	EYFS -What places are special and why? KS1 -What does it mean to belong to a faith or belief community?	EYFS - Which stories are special and why? KS1 -Who is Muslim and how do they live? (Part 1 and 2)
Well being **Thoughtbox**	Happiness (personal) Home(Social) Food (Earth)	Clothes (Earth) Awe and Wonder (Personal) Kindness and care (Social)	Waste(Earth) Faith and Spirituality (Personal) Equality and Justice (Social)	Habitats(Earth) Global Cultures (Personal) Journeys (Social)	Food (Earth) Identity (Personal) Groups and Gangs (Social)	Water (Earth) Social Media (Personal) Love and relationships (Social)

Relationships, Sex and Health Education **Kapow - Mixed Age - Cycle A**	**Connecting with others**: How can I make myself and others feel happy and safe?	**The Online World** : How do we spend time online?	**Health Protection** How can I protect myself and others in daily life?	**Staying Safe**: How can I stay safe?	**Connecting with others**: How can I build, safe, kind and caring relationships with others?	**The Online World:** How can we stay safe online?

KS2 2026-2027	**Autumn** River, Mountain, Sea and Shore	**Spring** The Tudor Dynasty	**Summer** Y3/4 Stone Age to Iron Age Y5/6 Urban Pioneers
Mathematics White Rose	White Rose followed throughout the year		
English Decision Spelling BookWrites	Y3/4: River (Poetry) Oliver and the Seawigs (Narrative) Everest (Non-Fiction) The Snowman (Narrative) Y5/6: Information and Explanation Writing. Dictionary use, word class knowledge/vocabulary. Where My Wellies Take Me (Part 1 Recount) A River of Stories: Tales and Stories From Across the Commonwealth Flood (Narrative) Great Adventurers (Non-Fiction) Christmas Tales (Narrative)	Y3/4: The Whistling Monster (Narrative) A Question of History (Non-Fiction) Poetry Pie (Poetry) Blue John (Narrative) Y5/6:The Boy at the Window (Narrative) Inside the Villain (Narrative) Dragonology (Non-Fiction) The Call (Poetry)	Y3/4: Once Upon a Tune (Narrative) The Day the Crayons Quit (Narrative) A Walk in London (Non-Fiction) A Good Weekend (Poetry) Y5/6:The Book of Hopes (Narrative) Kensuke's Kingdom (Narrative) The Day the Crayons Quit (Non-Fiction)

Science Kapow	Y3/4: Energy: Light and Shadows Animals, including humans: Movement and nutrition Y5/6: Materials: Mixtures and Separation Materials: Properties and Changes	Y3/4:Materials: Rocks and soil Animals including humans: digestion and food Y5/6: Forces and Space: Earth and Space Animals Including Humans:Circulation and Health	Y3/4:Energy: Electricity and circuits Making connections: How does food affect muscle fatigue? Y5/6: Energy: Light and Reflection Making connections: How reflective are space blankets?
Art and Design Access Art mixed year group	Y3/4:Gestural Drawing with Charcoal Working with Shape and Colour Y5/6:Typography and Maps Making Monotypes	Y3/4: Telling Stories through Drawing and Making Cloth, Thread, Paint Y5/6:Mixed Media Land and City Scapes Architecture: Dream Big or Small?	Y3/4:Making Animated Drawings Using Natural Materials to Make Images Y5/6: Set Design Fashion Design
Design and Technology Kapow	Y3/4: Mechanical systems: pneumatic toys Digital world: wearable technology Y5/6: Textiles : Stuffed Toys Electrical systems: Wobble Bots	Y3/4: Cooking and nutrition: Eating seasonally Structures: Product Packaging Y5/6: Structure: Bridges Digital World: Monitoring devices	Y3/4: Electrical Systems: Electrical poster Textiles Y5/6: Cooking and nutrition: developing a recipe Mechanical systems:gears and pulleys

Computing Teach Computing	Y3/4: Connecting Computers Stop Frame Animation Y5/6:Systems and Searching Video Production	Y3/4: Sequencing Sounds Branching Databases Y5/6: Selection in Physical Computing Flat-file Databases	Y3/4: Desktop Publishing Event and Actions in Programs Y5/6: Introduction to Vector Graphics Selection in Quizzes
Geography Kapow	Y3/4/5/6 What are rivers and how are they used? Y3/4 Core Focus: Identifying what a river is and naming the basic parts. Learning the basic stages of the water cycle (evaporation, condensation, precipitation, collection) Naming basics parts of a river (source, mouth, bank, stream, waterfall, ocean) Introduction to the idea that water moves things Mapping a local stream, drawing simple sketch maps and identifying features Focusing mainly on local rivers and the main UK rivers for example The Thames	Y3/4 Where does our food come from? Y5/6 Why does population change?	Y3/4 Are settlements all the same? Y5/6 Can I carry out an independent fieldwork enquiry?

	Simple concepts like "rivers give us water" or "pollution is bad for fish" Y5/6 Core Focus: Understanding how rivers change the landscape over time Investigating states of matter, transpiration and how humans impact the cycle Naming advanced features of a river (meanders, oxbow lake, estuaries, deltas, floodplains, levees, confluences) Detailed mechanics of erosion (abrasion, attrition, hydraulic action) transportation and deposition Measuring river width, depth, flow speed Comparing UK rivers to major global rivers for example The Amazon, The Nile Complex issues like flood management systems and linking to environmental issues		

	Y3/4 What is life like in the Alps? Y5/6 Why do Oceans Matter?		
History Kapow Keystage History	Local History: Trade in North Devon Y3/4 How have children's lives changed? Y5/6 What can the census tell us about local areas?	Y3/4/5/6 What was life like in Tudor Britain?	Y3/4 Stone Age to Iron Age Y5/6 Who should go on the £10 note? Black History link to Bristol/Slave Trade
Physical Education Oak National Academy	Y3/4 Gymnastics, Outdoor Adventurous Activities, Invasion games attack and defense Y5/6 Swimming, Gymnastics, Outdoor Adventurous Activities	Y3/4 Invasion Game: Netball, Dance: Traditional Dances of the British Isles, Net and Wall Games, Y5/6 Invasion games: Shooting and Scoring, Invasion Games: Tag Rugby	Y3/4: Health and Wellbeing: Mindfulness and meditative balance, Athletics, Striking and Fielding Y5/6 Net and Wall Games, Striking and Fielding Games, Dance, Athletics, Health and Wellbeing: Stamina Strength and Flexibility
French Kapow	Y3/4: Greetings Adjectives of Colour, Size and Shape Y5/6:Portraits Meet my French Family	Y3/4: Number and Age French Classroom Y5/6:Clothes Weather	Y3/4:Bon appetit Shopping for French food Y5/6: Exploring the French-speaking World Planning a French holiday

Music Charanga: English Model Music Curriculum	Music taught through the Gamelan. Knowledge and skills taken from Charanga progression	Y3/4:Compose using your imagination More Musical Styles Y5/6:Composing and Chords Enjoying Musical Styles	Y3/4:Enjoying Improvisation Opening Night Y5/6: Freedom to Improvise Battle of the Bands!
Religious Education Devon Agreed Syllabus	Y3/4: What do Christians learn from the Creation story? What is it like for someone to follow God? Y5/6: What does it mean if Christians believe God is holy and loving? Creation and science: conflicting or complementary?	Y3/4: What is the 'Trinity' and why is it important for Christians? Why do Christians call the day Jesus died 'Good Friday'? Y5/6: Why do Christians believe Jesus was the Messiah? How do Christians decide how to live? 'What would Jesus do?'	Y3/4: What kind of world did Jesus want? For Christians, what was the impact of Pentecost? Y5/6: What do Christians believe Jesus did to 'save' people? For Christians, what kind of king is Jesus?
RSHE and PSHE Mixed Age Cycle A: Kapow	Y3/4: Connecting with others - What helps us feel safe and included? The online world: How should we communicate online?	Y3/4: Citizenship - What careers do people choose and why? Staying safe: What signs help me recognise what is safe or unsafe?	Y3/4: Connecting with others - How can we respect each other? The online world: HOw can we decide what to trust online? Y5/6: The online world: How do I feel about the things I see online?

	Y5/6: Connecting with others: Why are healthy relationships important? The online world: How am I influenced by what I see online?	Y5/6: Citizenships - How can we be in control of our money? Connecting with others: What does it mean to stand up for myself and others?	Staying safe: How can I stay safe as I grow up?
WellBeing ThoughtBox	Y3/4 Self Care - Happiness People Care - Home Earth Care - Water Y5/6 Self Care:Awe and Wonder People Care: Home Earth Care: Water		