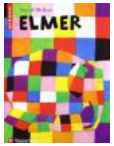
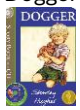
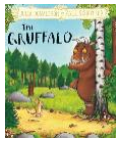
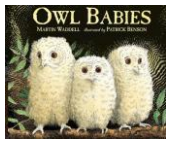
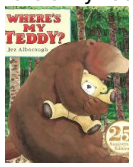
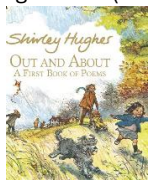
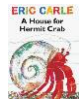
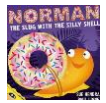
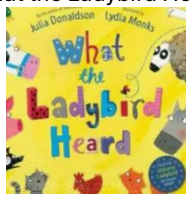
Class 1 (EYFS and Year 1) **Curriculum Map 2026-27** **Year** A

			Ambitious Progress Learning to Learn Respectful Consideration		Marwood is a small, rural school in North Devon. Our constantly evolving curriculum is planned over a two-year cycle (Year A and B). Our core values (ambitious progress, respectful consideration and learning to learn) underpin the curriculum and subjects are taught in four areas with links made where appropriate: • The Arts – including English, Art and Music • STEM – including Science, Design & Technology, Computing and Mathematics • Humanities – including Geography, History and Religious Education • Physical and Social Development – including PE, PSHE and RSE	
Subject Area	**Autumn**		**Spring**		**Summer**	
Theme	**Where We Belong /Bonfire Night**	**Amazing Animals**	**Time to Play**	**Wonderful Weather**	**Home Sweet Home**	**Buzz, Crawl, Fly!**
Arts (English, Art, Music and Languages) **EYFS - Incorporating communication and language, personal, social and emotional development, literacy and expressive arts and design.**						
English Planning IAACW (EYFS/Y1) Communication and Language Literacy	Our Pebbles  Elmer 	The Tiger Who Came to Tea by  We're Going on a Bear Hunt  The Rainbow Fish 	Harry and The Bucketful of Dinosaurs  Dogger  Kipper's Toy Box 	The Storm Whale  One Windy Day  The Wind Blew 	The Tiny Seed  Jasper's Beanstalk  The Three Little Pigs 	The Very Hungry Caterpillar  Superworm  The Bad Tempered Ladybird 

Class 1 (EYFS and Year 1) **Curriculum Map 2026-27** **Year** A

		The Gruffalo  Owl Babies  Handa's Surprise 	Lost and Found  Traction Man  Where's My Teddy 	Come On, Rain  After the Fall  Spring Greens (Poetry) 	House for Hermit Crab  The Lighthouse Keeper's Lunch  The Way Back Home 	Norman the Slug with a Silly Shell  Argh! Spider What the Ladybird Heard 
The Arts (Art, Music) Planning Access Art Charanga Y1	Me! (EYFS)	Spirals	Playful Making	In the Groove	Inspired by Flora & Fauna	Your Imagination
Expressive Arts and Design EYFS	Sing familiar songs and rhymes. Explore pulse through movement. Respond to music through actions and body percussion. Begin to talk about how music makes them feel.	Make marks using a variety of tools and materials. Use large and small movements to create lines and patterns. Explore colour and pattern. Talk about their artwork and creative choices.	Explore, select and combine materials. Create models and constructions from imagination. Adapt and refine artwork. Work collaboratively on creative projects.	Keep a steady pulse. Move in time with music. Explore different ways to make sounds. Perform songs with increasing confidence.	Observe and draw plants, insects and natural objects. Use colour, shape and texture to create artwork. Create collages inspired by the natural world. Develop imaginative artwork from real-life observations.	Invent actions and movements to accompany music. Create simple musical ideas and responses. Express thoughts and feelings through music and movement.

Science, Technology, Engineering and Maths (STEM)

EYFS - Incorporating mathematics and understanding the world

Maths Planning White Rose NRich	Place value	Addition and subtraction	Place Value	Shape	Addition and subtraction	Multiplication & Division	Length & Height	Statistics	Consolidation	Money	Fractions	Time	Mass, Capacity & Temperature	Geometry: Position & Direction	Consolidation

Class 1 (EYFS and Year 1) **Curriculum Map 2026-27** **Year** A

TT Rock Stars Year 1 pupils to be in Year 1/2 Maths Group																						
EYFS units in order (taught separately to Y1) Mathematics	Getting to know you (2 weeks)	Match, sort and compare(2 weeks)	Talk about measure and pattern(2 weeks)	Its me 1,2,3 (2 weeks	Circles and triangles (1 week)	1,2,3,4,5 (2 weeks)	Shapes with 4 sides (1 week)	Alive in 5 Spring (2 weeks)	Mass and capacity (1 week)	Growing 6,7,8 (2 weeks)	Length, height and time (2 weeks)	Building 9 and 10 (3 weeks)	Explore 3D shapes(2 weeks)	To 20 and beyond (2 weeks)	How many now? (1 week)	Manipulate, compose and decompose (2 weeks)	Sharing and grouping(2 weeks)	Visualise, build and map (3 weeks)	Make connections (1 week)	Consolidation (1 week)		
Science Planning White Rose	The Human Body (Y1 Animals Including Humans) Seasonal Change Autumn (Y1) Seasonal Change Winter (Y1)						Animals (Y1 Animals including Humans) Caring for the Planet (Y1)							Planting B (Y1) Plants Y1 Plants) Planting C (Y1)								
EYFS Understanding of the world	Name and identify parts of their own body. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Manage their own basic hygiene and personal needs **(ELG)**. Understand the importance of healthy food choices **(ELG)**. Explore the natural world around them, making observations and drawing pictures of animals and plants **(ELG)**. Know some similarities and differences between the natural world around them and contrasting environments **(ELG)**. Understand some important processes and changes in the natural world around them, including the seasons **(ELG)**.						Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know and talk about the different factors that support their overall health and wellbeing. Develop their sense of responsibility and membership of a community. Express their feelings and consider the feelings of others. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants **(ELG)**. Know some similarities and differences between the natural world around them and contrasting environments **(ELG)**. Understand some important processes and changes in the natural world around them **(ELG)**.						Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Explore the natural world around them, making observations and drawing pictures of animals and plants **(ELG).** Know some similarities and differences between the natural world around them and contrasting environments **(ELG).** Understand some important processes and changes in the natural world around them **(ELG).**					
Design Technology and Computing Planning Project on a Page Purple Mash	**Mechanisms** Sliders and levers		Year 1 - Introduction to PM				Structures Freestanding structures			Year 1 - Making Beats				**Food** Preparing fruit and vegetables			**Year 1 - Animated Stories**				

Class 1 (EYFS and Year 1) **Curriculum Map 2026-27** **Year** A

EYFS Expressive Arts and Design	Use a range of small tools, including scissors, paint brushes and cutlery. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. Be increasingly independent in meeting their own care needs. Use a range of small tools, including scissors, paint brushes and cutlery (ELG).	Reception – General Computing Skills – Technology around Us	Develop overall body-strength, balance, coordination and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Use a range of small tools, including scissors, paint brushes and cutlery (ELG). Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG).	Year 1 - Technology Around Us	Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing, including healthy eating. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use one-handed tools and equipment. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG). Use a range of small tools, including scissors, paint brushes and cutlery (ELG). Understand the importance of healthy food choices (ELG).	Year 1 - Creative Computing

Humanities (History, Geography and RE)

EYFS - Incorporating understanding the world

Humanities (History, Geography) Planning Plan Bee	Guy Fawkes and the Gunpowder Plot	Around the World	Toys Past and Present	The 4 Seasons	Castles	Where I Live
EYFS Understanding the World	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a

Class 1 (EYFS and Year 1) **Curriculum Map 2026-27** **Year** A

	past. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class **(ELG)**. Understand the past through settings, characters and events encountered in books read in class and storytelling **(ELG)**.	Describe their immediate environment. Recognise that people have different beliefs and celebrate special times in different ways. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps **(ELG)**. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps **(ELG)**.	past. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class **(ELG)**. Understand the past through settings, characters and events encountered in books read in class and storytelling **(ELG)**.	natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants **(ELG)**. Know some similarities and differences between the natural world around them and contrasting environments **(ELG)**. Understand some important processes and changes in the natural world around them, including the seasons **(ELG)**.	past. Talk about the lives of people around them and their roles in society. Understand that some places are special to members of their community. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class **(ELG)**. Understand the past through settings, characters and events encountered in books read in class and storytelling **(ELG)**.	simple map. Describe their immediate environment. Understand that some places are special to members of their community. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps **(ELG)**. Know some similarities and differences between different religious and cultural communities in this country **(ELG)**.
RE Planning Devon RE Syllabus	1.2 CREATION: Who Made the World? **Harvest**	What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is Like?	Who is Jewish and how do they live? (PART 1)	How should we care for the world and for others, and why does it matter?	Who is Jewish and how do they live? (PART 2)
EYFS Understanding the World	Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Know some similarities and differences between different religious and cultural communities in this country **(ELG)**. Explore the natural world around them, making observations and drawing	Recognise that people have different beliefs and celebrate special times in different ways. Develop their sense of responsibility and membership of a community. Talk about members of their immediate family and community. Understand that some places are special to members of their community. Know some similarities and differences between different religious and cultural communities in this country **(ELG)**. Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts **(ELG)**.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country **(ELG)**. Describe their immediate environment using knowledge from observation,	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Know some similarities and differences between different religious and cultural communities in this country **(ELG)**. Describe their immediate environment using knowledge from observation,	Develop their sense of responsibility and membership of a community. Express their feelings and consider the feelings of others. Think about the perspectives of others. Explore the natural world around them. Know some similarities and differences between different religious and cultural communities in this country **(ELG)**. Show sensitivity to their own and others' needs **(ELG)**. Explore the natural world around them, making observations and drawing	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Know some similarities and differences between different religious and cultural communities in this country **(ELG)**. Explain some similarities and differences between life in this country and life in other countries **(ELG)**.

	pictures of animals and plants **(ELG)**		discussion, stories and non-fiction texts **(ELG)**.	discussion, stories and non-fiction texts **(ELG)**	pictures of animals and plants **(ELG)**.	

Physical and Social Development (PSHE and PE)

EYFS - Incorporating personal, social and emotional development and physical development

PE <u>Planning</u> Get Set for PE	Dance	Yoga	Gymnastics	Team Building	Invasion Games	Athletics
EYFS Physical Development	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility. Combine different movements with ease and fluency. Demonstrate strength, balance and coordination when playing **(ELG)**. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing **(ELG)**.	Develop overall body-strength, balance, coordination and agility. Use their core muscle strength to achieve a good posture when sitting and moving. Develop confidence, competence, precision and accuracy when engaging in activities. Demonstrate strength, balance and coordination when playing **(ELG)**. Negotiate space and obstacles safely, with consideration for themselves and others **(ELG)**.	Revise and refine the fundamental movement skills they have already acquired. Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility. Develop confidence, competence, precision and accuracy when engaging in activities. Negotiate space and obstacles safely, with consideration for themselves and others **(ELG)**. Demonstrate strength, balance and coordination when playing **(ELG)**.	Develop overall body-strength, balance, coordination and agility. Develop confidence, competence, precision and accuracy when engaging in activities. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Negotiate space and obstacles safely, with consideration for themselves and others **(ELG)**. Demonstrate strength, balance and coordination when playing **(ELG)**	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities. Develop overall body-strength, balance, coordination and agility. Negotiate space and obstacles safely, with consideration for themselves and others **(ELG)**. Demonstrate strength, balance and coordination when playing **(ELG)**. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing **(ELG)**.	Revise and refine the fundamental movement skills they have already acquired: running, jumping, hopping, skipping and climbing. Develop overall body-strength, balance, coordination and agility. Develop confidence, competence, precision and accuracy when engaging in activities. Demonstrate strength, balance and coordination when playing **(ELG)**. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing **(ELG)**. Negotiate space and obstacles safely, with consideration for themselves and others **(ELG)**.
PSHE <u>EYFS/Y1</u> SCARF(Coram Ed)	EYFS Me and My Relationships	EYFS Valuing Difference	EYFS Keeping myself Safe	EYFS Rights and Responsibilities	EYFS Being My Best	EYFS Growing and Changing
EYFS Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others. Work and play	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.	Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing. Show resilience and perseverance in the face of challenge.	Develop their sense of responsibility and membership of a community. Build constructive and respectful relationships. Think about the perspectives of others. Work and play cooperatively and	Be confident to try new activities and show independence, resilience and perseverance. Manage their own needs. Know and talk about factors that support health and wellbeing.	Express their feelings and consider the feelings of others. See themselves as a valuable individual. Manage their own needs. Build constructive and respectful relationships. Know and talk about factors

	cooperatively and take turns with others **(ELG)**. Form positive attachments to adults and friendships with peers **(ELG)**. Show sensitivity to their own and others' needs **(ELG)**. Understand their own feelings and those of others **(ELG)**	Develop their sense of responsibility and membership of a community. Form positive attachments to adults and friendships with peers (**ELG**). Show sensitivity to their own and others' needs (**ELG**). Understand their own feelings and those of others and regulate behaviour accordingly (**ELG**).	Express their feelings and consider the feelings of others. Manage their own basic hygiene and personal needs (**ELG**). Understand the importance of healthy food choices (**ELG**). Give focused attention to what the teacher says and respond appropriately (**ELG**). Regulate their behaviour appropriately (**ELG**)	take turns with others. Work and play cooperatively and take turns with others **(ELG)**. Show sensitivity to their own and others' needs **(ELG)**. Be confident to try new activities and show independence and responsibility **(ELG)**.	Show resilience and perseverance in the face of challenge. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge **(ELG)**. Manage their own basic hygiene and personal needs **(ELG)**. Understand the importance of healthy food choices **(ELG)**. Give focused attention and follow instructions **(ELG)**	that support their health and wellbeing. Understand their own feelings and those of others and regulate behaviour accordingly **(ELG)**. Manage their own basic hygiene and personal needs **(ELG)**. Show sensitivity to their own and others' needs **(ELG)**