



Spring term Planning Overview

| | RE | Math | Literacy | PD | PSED | UTW | EAD |
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| People who help us | Reconciliation Epiphany Mass World Religion Day Judaism | Alive in 5 Mass and Capacity Growing 6,7,8, Length, height and time | Naughty Bus (Recount - To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus) Into the Pond! (Caption or simple sentence for a class poem) (x1 week Aut 2/x5 weeks Spr 1) | Space (Travelling, controlling an object, gymnastic rolls, overarm throwing, climbing) | Care for God's Creation Religious Understanding 2 x 15 min sessions Personal relationships 3 x 20 min sessions | Grouping items depending on their properties. Create natural bird feeders as children explore hibernation. | Painting and mixed media: Paint my world Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. What's the pattern Playing musical patterns and accompaniments |
| Week 1 | Reconciliation - explore | Alive in 5 Step 1: Introduce zero Step 2: Find 0-5 Step 3: Subitise 0-5 Step 4: Represent 0-5 | Naughty Bus Session 1: Articulate their ideas and thoughts in wellformed sentences Describe events in some detail Session 2: Listen to and talk about stories to build familiarity and understanding Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Session 3: Describe events in some detail Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Form lower-case letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense Session 4: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme | Space To travel in a variety of ways. To adjust speed and direction to avoid obstacles. | TenTen – Module 2 Religious understanding EYFS 2.1.1 Role Model | Explore similar materials –explore the texture of materials – soft, smooth, bumpy, rough. Explore bird feeders – what factors need to be included. | Painting and mixed media: Paint my world Session 1 - Finger painting Exploring paint through finger painting, children describe colours and textures and discuss their creations. Music – What's the pattern What's the weather today |
| Week 2 | Reconciliation – Reveal 1 | Alive in 5 Step 5: 1 more Step 6: 1 less Step 7: Composition | Naughty Bus Session 4b: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme | Space To show increasing control over an object pushing it. | TenTen – Module 2 Religious understanding EYFS 2.1.1 Role Model | Explore similar materials – Shiny, hard, malleable, brittle, bendy. | Painting and mixed media: Paint my world Session 2 – Outdoor painting |

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| | | Step 8: Conceptual subitising to 5 | <p>Session 5: Form lower-case letters correctly Write short sentences with words with known soundletter correspondences Re-read what they have written to check that it makes sense</p> <p>Session 6: Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Session 7: Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly</p> | | | Explore bird feeders – who (user) will use them? Plan what we want them to look like – what materials will we need. What birds will use them? Will this effect the equipment we include? | <p>Collecting materials and objects from nature to make painting tools; children use these to create abstract and figurative art.</p> <p>Music – What’s the pattern A week of sounds</p> |
| Week 3 | Reconciliation – Reveal 2 ~World religion day | <p>Mass and Capacity Step 1: Compare mass Step 2: Find a balance Step 3: Explore capacity Step 4: Compare capacity</p> | <p>Naughty Bus Session 8: Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school’s phonic programme Session 9: Form lower-case letters correctly Write short sentences with words with known soundletter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense</p> <p>Session 10: Use new vocabulary through the day. Articulate their ideas and thoughts in wellformed sentences Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Session 11: Read a few common exception words matched to the school’s phonic programme Articulate their ideas and thoughts in wellformed sentences Describe events in some detail Listen to and talk about stories to build familiarity and understanding.</p> | Space To perform a variety of gymnastic rolls. | Tenten Personal Relationships EYFS 2.2.1 Who’s Who? | <p>Match items depending on their materials – wood, glass, metal, paper, plastic.</p> <p>Draw out a plan for the bird feeder. Label the bird feeder depending what elements will be included.</p> | <p>Painting and mixed media: Paint my world Session 3 – painting to music – Using paint to record emotional responses to different pieces of music, creating exciting and expressive paintings.</p> <p>Music – What’s the pattern Mouse and Giant music</p> |
| Week 4 | Reconciliation - Respond | <p>Growing 6,7,8, Step 1: Find 6,7 and 8 Step 2: Represent 6, 7 and 8 Step 3: 1 more Step 4: 1 less Step 5: Composition of 6, 7 and 8</p> | <p>Naughty Bus Session 12: Describe events in some detail Listen to and talk about stories to build familiarity and understanding. Session 13 and 14: Describe events in some detail Apply all mastery and gateway keys Session 15: Apply all mastery and gateway keys</p> | Space To over arm throw for distance | Tenten Personal Relationships EYFS 2.2.2 You’ve Got a Friend in Me | <p>Explore the properties of items – waterproof, strength, rigidity.</p> <p>Create the bird feeder. Thinking about the different elements to be included from the plan.</p> | <p>Painting and mixed media: Paint my world Session 4 – Colage and transient art – Creating unique collages and transient art through independent exploration of</p> |

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| | | | | | | | <p>mixed media resources.</p> <p>Music - Playing musical patterns and accompaniments Pass the parcel</p> |
| Week 5 | Judaism (1 week) | <p>Growing 6,7,8, Step 6: Make pairs – odd and even Step 7: Double to 8 (find a double) Step 8: Double to 8 (make a double) Step 9: Combine 2 groups Step 10: Conceptual subitising</p> | <p>Into the Pond Session 1: Understand how to listen carefully and why listening is important Learn new vocabulary Begin to use vocabulary throughout the day ∇ Begin to articulate their ideas and thoughts in wellformed sentences Session 2: Understand how to listen carefully and why listening is important Learn new vocabulary Begin to use vocabulary throughout the day ∇ Learn rhymes poems and songs Listen carefully to rhymes and songs paying attention to how they sound Begin to articulate their ideas and thoughts in wellformed sentences Session 3: Understand how to listen carefully and why listening is important Describe event in some detail Beginning to use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen ∇ Learn rhymes poems and songs Listen carefully to rhymes and songs paying attention to how they sound Begin to articulate their ideas and thoughts in well-formed sentences Session 4: Describe events in some detail Form lower-case and capital letters correctly Spell words by identifying the sounds then writing the sound with letter/s Re-read what they have written to check that it makes sense ∇ Learn rhymes poems and songs Begin to articulate their ideas and thoughts in well-formed sentences Session 5: ∇ Learn rhymes poems and songs Listen carefully to rhymes and songs paying attention to how they sound Begin to articulate their ideas and thoughts in well-formed sentences</p> | <p>Space To climb nursery, play climbing equipment</p> | <p>Tenten Personal Relationships EYFS 2.2.3 Forever Friends</p> | <p>Use materials for a purpose. Junk modelling, explore how to strengthen materials.</p> <p>Create instructions for others to create a bird feeder.</p> | <p>Painting and mixed media: Paint my world Session 5 – Landscape collage – Developing an understanding of collage, children create landscape collages inspired by the work of Megan Coyle.</p> <p>Music - Playing musical patterns and accompaniments **Spider Beats</p> |
| Week 6 | Local Church - explore | <p>Length, height and time Step 1: Explore length Step 2: Compare length Step 3: Explore height</p> | <p>The Journey Home Session 1: Use new vocabulary through the day Articulate their ideas and thoughts in wellformed sentences Describe events in some detail Session 2: Spell words by identifying the sounds and then writing the sound with letter/s ∇ Form lower-case letters correctly Re-read what they have written to check that it makes sense Session 3: Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Session 4: Articulate their ideas and thoughts in wellformed sentences Connect one idea or action to another using a range of connectives ∇ Form lower-case letters correctly Write short sentences with words with known soundletter</p> | <p>Space To revise fundamental movement skills covered in the unit</p> | | | <p>Painting and mixed media: Paint my world Session 6 – Group art – Working collaboratively, children create a large group painting inspired by the colours and patterns of fireworks.</p> <p>Music - Playing musical patterns and accompaniments **Spider Beats</p> |

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| | | | correspondences Re-read what they have written to check that it makes sense | | | | |
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| Changes | Local church Ash Wednesday Mass Lent Stations of the Cross | Length, height and time Building 9 and 10 Explore 3D shape | The Journey Home (To retell/rewrite the story) The Farmyard (To contribute two lines to a class poem working in small groups) | Minibeasts (jumping, travelling, catching, rolling) Jack and the beanstalk (Travelling, controlling an object, throwing, catching, jumping and landing, rolling, climbing) | Care for God's Creation Life and dignity as a human person Life online 2 x 20 min sessions Keeping Safe 4 x 20 min sessions | Changes topic – experiments, change in state (freezing and melting), predicting, creating reactions. Growing, planting History Peek into the Past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Geog Outdoor Adventures Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons. | Seasonal Crafts Textiles: Bookmarks Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks. <i>music</i> <i>exploring descriptive sounds</i> <i>Let's perform</i> |
| Week 1 | Local Church – Reveal 1 | Length, height and time Step 4: Compare height Step 5: Talk about time Step 6: Order and sequence | The Journey Home Session 5: Describe events in some detail ∇ Form lower-case letters correctly Write short sentences with words with known soundletter correspondences Re-read what they have written to check that it makes sense Session 6: Describe events in some detail. Connect one idea or action to another using a range of connectives ∇ Form lower-case letters correctly Write short sentences with words with known soundletter correspondences Re-read what they have written to check that it makes sense Session 7: Articulate their ideas and thoughts in wellformed sentences Describe events in some detail. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Session 8: Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs Describe events in some detail. Spell words by identifying the sounds and then writing the sound with letter/s ∇ Form lower-case letters correctly | Mini Beasts To perform the basic skill of jumping To travel over, under and throw climbing equipment To travel over, under and through balance and climbing equipment. | TenTen Life Online – EYFS 2.3.1 What is the Internet? | History Peek into the Past Activity 1 – Can you guess who? - To describe changes over time | DT – Textiles – Bookmarks Session 1 – Exploring threading and weaving – Children develop their threading and weaving skills by exploring different materials and objects, such as ribbons through wire racks or wool through ten-frames. Music - Exploring Descriptive sounds Traffic Sounds |
| Week 2 | Local Church – Reveal 2 | Building 9 and 10 Step 1: Find 9 and 10 | The Journey Home Session 9: Spell words by identifying the sounds and then writing the sound with letter/s ∇ Form lower-case | Mini Beasts To catch a large sponge ball | TenTen Life Online – | History Peek into the Past | DT – Textiles – Bookmarks |

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| | | <p>Step 2: Compare numbers to 10</p> <p>Step 3: Represent 9 and 10</p> <p>Step 4: Conceptual subitising to 10</p> | <p>letters correctly Re-read what they have written to check that it makes sense</p> <p>Session 10: Use new vocabulary through the day Articulate their ideas and thoughts in wellformed sentences Listen to and talk about stories to build familiarity and understanding ∇ Write short sentences with words with known sound-letter correspondences</p> <p>Session 11: ∇ Form lower-case letters correctly Write short sentences with words with known soundletter correspondences Re-read what they have written to check that it makes sense</p> <p>Session 12: Articulate their ideas and thoughts in wellformed sentences Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives ∇ Form lower-case letters correctly</p> | To catch with increasing accuracy. | EYFS 2.3.2 Playing Online | <p>Activity 2: Past and present</p> <p>To sort photographs from the past and present.</p> <p>Geography – Outdoor adventures –</p> <p>Activity 1: Nature catchers</p> <p>To explore natural objects using the senses.</p> | <p>Session 2 – Paper weaving –</p> <p>Building on lesson one, the children continue to explore weaving techniques, using a weaving base and paper strips.</p> <p>Music - Exploring Descriptive sounds</p> <p>Train Music</p> |
| Week 3 | Local Church - Respond | <p>Building 9 and 10</p> <p>Step 5: 1 more</p> <p>Step 6: 1 less</p> <p>Step 7: Composition to 10</p> <p>Step 8: Bonds to 10 (2 parts)</p> | <p>The Journey Home</p> <p>Session 13 & 14: ∇ Apply Mastery and Gateway keys</p> <p>Session 15: ∇ Apply Mastery and Gateway keys</p> | <p>Mini Beasts</p> <p>To roll in a variety of ways.</p> <p>To revise fundamental movement skills covered in the unit</p> | <p>Tenten Keeping Safe –</p> <p>EYFS 2.4.1 Safe Inside and Out</p> | <p>History Peek into the Past</p> <p>Activity 3: My life timeline</p> <p>To begin to recognise the order events happen.</p> <p>Geography – Outdoor adventures –</p> <p>Activity 2: Observational painting</p> <p>To explore and make observations of the world around them.</p> | <p>DT – Textiles – Bookmarks</p> <p>Session 3 – Sewing with hessian –</p> <p>The children apply what they learnt in lesson one to develop their threading skills using wool through hessian fabric, and then with a sewing needle and thread.</p> <p>Music - Exploring Descriptive sounds</p> <p>Rockets, Robots Monsters</p> |
| Week 4 | Lent – Explore | <p>Building 9 and 10</p> <p>Step 9: Make arrangements of 10</p> <p>Step 10: Bonds to 10 (3 parts)</p> <p>Step 11: Doubles to 10 (find a double)</p> <p>Step 12: Doubles to 10 (make a double)</p> <p>Step 13: Explore odd and even</p> | <p>The Farmacyard</p> <p>Session 1: Understand how to listen and how listening is important Learn new vocabulary Use new vocabulary throughout the day ∇ Listen carefully to rhyme and songs paying close attention to how they sound Begin to articulate their ideas and thoughts in well-formed sentences</p> <p>Session 2: Learn new vocabulary Use new vocabulary though the day ∇ Listen carefully to rhyme and songs paying close attention to how they sound Begin to articulate their ideas and thoughts in well-formed sentences</p> <p>Session 3: ∇ Learn rhymes poems and songs Listen carefully to rhyme and songs paying close attention to how they sound Begin to articulate their ideas and thoughts in well-formed sentences</p> <p>Session 4: ∇ Learn rhymes poems and songs Listen carefully to rhyme and songs paying close attention to</p> | <p>Jack and the Beanstalk</p> <p>To experiment with different ways of moving.</p> <p>To use increasing control over an object by touching, pushing, patting, throwing, or catching.</p> <p>To move with control and co-ordination</p> | <p>Tenten Keeping Safe –</p> <p>EYFS 2.4.2 My Body, My Rules</p> | <p>History Peek into the Past</p> <p>Activity 4: Toy box</p> <p>To identify toys from the past.</p> <p>Geography – Outdoor adventures –</p> <p>Activity 3: Exploring the weather</p> <p>To describe the effects of different weather conditions.</p> | <p>DT – Textiles – Bookmarks</p> <p>Session 4 – Designing bookmarks –</p> <p>Children learn about the history of the bookmark back in Victorian times and compare them to modern-day styles before developing design ideas for their own.</p> |

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| | | | <p>how they sound Begin to articulate their ideas and thoughts in well-formed sentences</p> <p>Session 5: Use new vocabulary throughout the day</p> <p>▽ Learn rhymes poems and songs Listen carefully to rhyme and songs paying close attention to how they sound Begin to articulate their ideas and thoughts in well-formed sentences</p> | <p>To use a range of small and large equipment</p> <p>To jump and land appropriately.</p> | | | <p>Music – Let’s Perform - ***Frog Performance</p> |
| Week 5 | Lent – Reveal 1 | <p>Explore 3D shape</p> <p>Step 1: Recognise and name 3D shapes</p> <p>Step 2: Find 2D shapes within 3D shapes</p> <p>Step 3: Use 3D shapes for tasks</p> <p>Step 4: 3D shapes in the environment</p> | <p>Clem and Crab</p> <p>Session 1: Articulate their ideas and thoughts in wellformed sentences Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen Connect one idea or action to another using a range of connectives Describe events in some detail</p> <p>Session 2: Articulate their ideas and thoughts in wellformed sentences Describe events in some detail Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen ▽ Form lower case and capital letters correctly Write short sentences with words with known soundletter correspondences Re-read what they have written to check that it makes sense</p> <p>Session 3: Articulate their ideas and thoughts in wellformed sentences Describe events in some detail Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen ▽ Form lower case and capital letters correctly Write short sentences with words with known soundletter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense</p> <p>Session 4: Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen</p> | <p>Jack and the Beanstalk</p> <p>To roll in a variety of ways.</p> <p>To roll a ball accurately.</p> | <p>Tenten Keeping Safe –</p> <p>EYFS 2.4.3 Feeling Poorly</p> | <p>History Peek into the Past</p> <p>Activity 5: Spot the difference</p> <p>To compare pictures from the past and present.</p> <p>Geography – Outdoor adventures – Activity 4: Senses in nature</p> <p>To use the senses to observe and talk about experiences whilst outside.</p> | <p>DT – Textiles – Bookmarks</p> <p>Session 5 – Creating bookmarks –</p> <p>After developing their own design in lesson four, children begin to plan and sew their bookmark design using hessian fabric and thread.</p> <p>Music – Let’s Perform -***Frog Performance</p> |
| Week 6 | Lent – Reveal 2 | <p>Explore 3D shape</p> <p>Step 5: Identify more complex patterns</p> <p>Step 6: Copy and continue patterns</p> <p>Step 7: Patterns in the environment.</p> | <p>Clem and Crab</p> <p>Session 5: Articulate their ideas and thoughts in wellformed sentences Describe events in some detail Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen Form lower case and capital letters correctly Write short sentences with words with known soundletter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense</p> <p>Session 6: Read a few common exception words matched to the school’s phonic programme Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words</p> <p>Session 7: ▽ Form lower case and capital letters correctly Write short sentences with words with known soundletter correspondences Re-read what they have written to check that it makes sense</p> | <p>Jack and the Beanstalk</p> <p>To climb up and down apparatus using alternate feet.</p> <p>To revise fundamental movement skills covered in the unit.</p> | <p>Tenten Keeping Safe –</p> <p>EYFS 2.4.4 People Who Help Us</p> | <p>Geography – Outdoor adventures –</p> <p>Activity 5: Exploring the seasons</p> <p>To begin to notice some of the features of the changing seasons.</p> | <p>DT – Textiles – Bookmarks</p> <p>Session 6 – Evaluating bookmarks</p> <p>Continuing from lesson five, children complete their bookmarks and then in pairs, reflect and evaluate each other’s bookmarks - paper versus fabric designs.</p> <p>Music – Let’s Perform -***Frog Performance</p> |
| Week 7 | Lent - Respond | Consolidation | <p>Clem and Crab</p> <p>Session 8: Describe events in some detail Articulate their ideas and thoughts in wellformed sentences Re-tell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> | <p>Jack and the Beanstalk</p> <p>To revise fundamental</p> | | <p>Geography – Outdoor adventures –</p> | <p>Music – Pitch play and Changing Sounds</p> <p>Sound Books</p> |

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| | | | | movement skills covered in the unit. | | Activity 6: Dress the teddy To begin to recognise seasonal weather conditions. | |
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