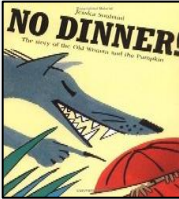
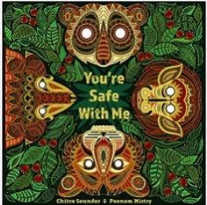
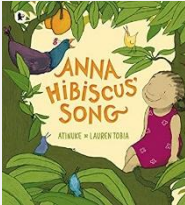
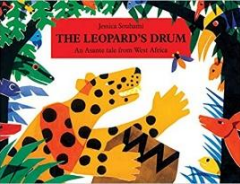





		Week 1 5/25	Week 2 12/1/26	Week 3 19/1/26	Week 4 26/1/26	Week 5 2/2/26	Week 6 9/2/26	Week 7 23/2/26	Week 8 2/3/26	Week 9 9/3/26	Week 10 16/3/26	Week 11 23/3/26
SPRING	ENGLISH	<b>Text:</b> No Dinner 			<b>Text:</b> You're safe with me 		<b>Text:</b> Ana Hibiscus' Song 		<b>Text:</b> The Leopard's Drum 			<b>Text:</b> Handa's Surprise 
		<b>Activity:</b> Chn to write about their New Year goals/resolutions. To write simple sentences using 'I can.... & I want to...'.  <b>Skill:</b> To set goals. I can sentences Ext-I want to get better at ...sentences	<b>Activity:</b> Verbally sequencing the story – using pictures from the book. Writing – He/she sentences based on the characters  <b>Skills:</b> Listen to and talk about stories to build familiarity and understanding.	<b>Activity:</b> To describe a character – the animals. The tiger is... They are ....sentences  <b>Skills:</b> Use a wider range of vocabulary. Use new vocabulary through the day.	<b>Activity:</b> To be able to understand what a rhyming word is how to carry on the rhyming string  <b>Skills:</b> Links statements and sticks to a main theme or intention.	<b>Activity:</b> Retell the story through role play – whole class Talk about what makes them feel safe. Speech bubbles – talk about what the characters say.  <b>Skills:</b> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	<b>Activity:</b> Reading the story, looking at the repetitive language, setting, 5 things that make me happy. 5 things that make me happy.  <b>Skills:</b> Shows interest in illustrations and print in books and print in the environment	<b>Activity:</b> Sequencing the story, focus on language first, next, then last  Writing cards / notes / messages for people we love  <b>Skills:</b> Links statements and sticks to a main theme or intention.	<b>Activity:</b> To write about African drums - linked to workshop.  <b>Skills:</b> Knows information can be relayed in the form of print.	<b>Activity:</b> African animal riddles  <b>Skills:</b> Begins to break the flow of speech into words	<b>Activity:</b> End of term Phonic screening assessment  <b>Skills:</b> Attempts to write short sentences in meaningful contexts.	<b>Activity:</b> To write descriptive sentences about the fruit in Hand's Basket  <b>Skills:</b> Attempts to write short sentences in meaningful contexts.
		<b>Active Learn</b> -Whole class echo Guided reading. <b>Group guided Reading</b>	<b>Active Learn</b> -Whole class echo Guided reading. <b>Group guided Reading</b>	<b>Active Learn</b> -Whole class echo Guided reading. <b>Group guided Reading</b>	<b>Active Learn</b> -Whole class echo Guided reading. <b>Group guided Reading</b>	<b>Active Learn</b> -Whole class echo Guided reading. <b>Group guided Reading</b>	<b>Active Learn</b> -Whole class echo Guided reading. <b>Group guided Reading</b>	<b>Active Learn</b> -Whole class echo Guided reading. <b>Group guided Reading</b>	<b>Active Learn</b> -Whole class echo Guided reading. <b>Group guided Reading</b>	<b>Active Learn</b> -Whole class echo Guided reading. <b>Group guided Reading</b>	<b>Active Learn</b> -Whole class echo Guided reading. <b>Group guided Reading</b>	<b>Active Learn</b> -Whole class echo Guided reading. <b>Group guided Reading</b>
		<b>Handwriting:</b> l and t – let, till	<b>Handwriting:</b> u and y - you	<b>Handwriting:</b> j and k	<b>Handwriting:</b> r – rot, ram	<b>Handwriting:</b> n and m – nan, mum	<b>Handwriting:</b> h - ham	<b>Handwriting:</b> b and p – bop, bat	<b>Handwriting:</b> v and w – van, win	<b>Handwriting:</b> x and z – box, zoo	<b>Handwriting:</b> Numbers 0 - 5	<b>Handwriting:</b> Numbers 0 - 5
		<b>Phonics</b> Focus sounds sh, th & ch	<b>Phonics:</b> Focus sounds ng, ai & ee	<b>Phonics:</b> Focus sounds igh, oa & long oo and short oo	<b>Phonics:</b> Focus sounds ar , or, ow & ur	<b>Phonics:</b> Focus sounds	<b>Phonics:</b> Letter and sound recap of all the letters and sound learnt so far	<b>Phonics:</b> Focus sounds – oi & er	<b>Phonics:</b> Focus sounds –	<b>Phonics:</b> Focus sounds –	<b>Phonics:</b> Letter and sound recap and end of term assessment	<b>Phonics:</b> Letter and sound recap and end of term assessment
		Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC
		<b>Tricky words</b> – I, go, to, no, the, into, you, they, all, are, my, her	<b>Tricky words</b> – I, go, to, no, the, into, you, they, all, are, my, her	<b>Tricky words</b> – I, go, to, no, the, into, you, they, all, are, my, her	<b>Tricky words</b> – I, go, to, no, the, into, you, they, all, are, my, her	<b>Tricky words</b> – I, go, to, no, the, into, you, they, all, are, my, her	<b>Tricky words</b> – I, go, to, no, the, into, you, they, all, are, my, her	<b>Tricky words</b> – we, be he, she, was	<b>Tricky words</b> – we, be he, she, was	<b>Tricky words</b> – we, be he, she, was	<b>Tricky words</b> – I, go, to, no, the, into, you, they, all, are, my, her	<b>Tricky words</b> – I, go, to, no, the, into, you, they, all, are, my, her

	COMMUNICATION AND LANGUAGE	<b>Activity:</b> From first page, what can they see/hear/smell and how does it make them feel? Scribe answers for display  <b>Skills:</b> Understand how to listen carefully and why listening is important.  <b>Library:</b> how to use the books,	<b>Activity:</b> Speaking and listening, what animals may she in encounter and how would she travel? How would we describe her?  <b>Skills:</b> Ask questions to find out more and to check they understand what has been said to them.  <b>Library:</b> how to use the books,	<b>Activity:</b> Who do you go to visit? Thinking about our family tree recording in the book parents to bring in photos, grandparents to come in and talk  <b>Skills:</b> Listen to and talk about stories to build familiarity and understanding.  <b>Library:</b> library behaviour	<b>Activity:</b> what can they see/hear/smell and how does it make them feel? Scribe answers for display  <b>Skills:</b> Articulate their ideas and thoughts in well-formed sentences.  <b>Library:</b> how to put books back how to find them	<b>Activity:</b> Role play the different parts of the story talking about our favourite part  <b>Skills:</b> Describe events in some detail.  <b>Library:</b> how to put books back how to find them	<b>Activity:</b> Talking about the book focussing on book language  <b>Skills:</b> Listen to and talk about stories to build familiarity and understanding.  <b>Library:</b> nonfiction and fiction	<b>Activity:</b> Sequence the different members of the family from the story focus on the language of how they are related  <b>Skills:</b> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  <b>Library:</b> Authors and illustrators	<b>Activity:</b> Children to be aware of where they belong to or visited and also find out where their friends are from?  <b>Skills:</b> Understand how to listen carefully and why listening is important.  <b>Library:</b> Authors and illustrators	<b>Activity:</b> Learning about Africa.  <b>Skills:</b> Ask questions to find out more and to check they understand what has been said to them.  <b>Library:</b> parts of a book e.g. contents, pages, index	<b>Activity:</b> Talking about African animals and naming their babies.  <b>Skills:</b> Links statements and sticks to a main theme or intention.  <b>Library:</b> Exploring nonfiction books to find information on Africa and animals.	<b>Activity:</b> If I went to Africa, I would.....  <b>Skills:</b> Links statements and sticks to a main theme or intention.  <b>Library:</b> Exploring nonfiction books to find information on Africa and animals.
	MATHS	<b>Counting backwards</b>  <b>Skill:</b> Link the number symbol (numeral) with its cardinal number value.	<b>Number bonds to 5</b> practical activities and recording in books.  <b>Skill:</b> Automatically recall number bonds for numbers 0-5	<b>Composition and bonds for 6</b> Recording books  <b>Skill:</b> Explore the composition of numbers to 10.	<b>Maths Week – Money</b> Looking at coin, ordering the value of coins, making amounts. <b>Skill:</b> Automatically recall number bonds for numbers 0-5 and some to 10.  <b>Counting in 2s</b> Practical and record  <b>Skill:</b> Explore and represent patterns in numbers up to 20	<b>Composition and bonds for 7</b> Recording books  <b>Skill:</b> Automatically recall number bonds for numbers 0-5 and some to 10.	<b>Consolidation for number bonds learnt so far</b>  <b>Skill:</b> Automatically recall number bonds for numbers 0-5 and some to 10.	<b>Composition and bonds for 8</b> whole/part recording in the book  <b>Skill:</b> Automatically recall number bonds for numbers 0-5 and some to 10.	<b>Counting in 10s</b> Practical and record  <b>Skill:</b> Explore and represent patterns in numbers up to 100	<b>Counting in 5s</b> Practical and record  <b>Skill:</b> Explore and represent patterns in numbers up to 100	<b>3D Shapes</b> practical and recording  <b>Skill:</b> Selects a particular named shape.	<b>Subtraction</b> Introduction of subtraction  <b>Skill:</b> Automatically recall number bonds for numbers 0-5 and some to 10.
	UNDERSTANDING THE WORLD	Object Box: Collect a box of Indian objects and artefacts.  <b>Skill:</b> Compare and contrast characters from stories, including figures from the past.	Remembers and talks about significant events in their own experiences  <b>Skills:</b> Enjoys joining in with family customs and routines.	Finding India on the world map. Looking at the famous places in India. Key person from India  <b>Skill:</b> Draw information from a simple map.  <b>Class Charter for Climate Change</b>	Barfi (rice krispies recipe) Finding India on the world map. Looking at the famous places in India. Key person from India  <b>Skill:</b> Recognise some similarities and differences between life in this country and life in other countries.	<b>Celebrating Chinese new year early(17<sup>th</sup>)-Cook vegetable noodles</b>  <b>Skill:</b> Name and describe people who are familiar to them.	Valentine baking Making comparisons with the character in the focus text  <b>Skill:</b> Looks closely at similarities, differences, patterns and change.  <b>Internet safety week</b>	Sharing our significant experiences with our family  <b>Skills:</b> Enjoys joining in with family customs and routines.	What make me and my family special  <b>Skills:</b> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Mother's Day  Finding Africa on the world map.  <b>Skills:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	Looking at where different animals live and why  <b>Skills:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.	Looking at where different animals live and why  <b>Skills:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.

	PHYSICAL DEVELOPMENT	<p><b>Unit 1 – Dance</b></p> <p>Explore colour stimulus using a range of actions. Choreograph a short sequence combining a range of actions.</p> <p>Describe how the actions relate to the stimulus.</p> <p><b>Skill:</b></p> <p>I can explore my colour using actions. I can choose two actions which relate to my colour. I can link my actions to make a short sequence.</p>	<p><b>Unit 1 – Dance</b></p> <p>Explore animal stimulus using a range of levels and direction. Choreograph a short sequence combining range levels and directions. Demonstrate ability to work with others to develop a sequence.</p> <p><b>Skill:</b></p> <p>I can perform using different levels and directions.</p> <p>I can create a short sequence using an animal theme</p>	<p><b>Unit 1 – Dance</b></p> <p>Explore the “theme park” stimulus using unison and canon. Choreograph a short sequence combining unison and canon. Demonstrate the ability to perform a sequence in a group or with a partner using unison and canon</p> <p><b>Skill:</b></p> <p>I can perform a sequence using unison and canon. I can work with a partner or group to perform unison and canon</p>	<p><b>Unit 1 – Dance</b></p> <p>Explore the season theme using expression and creativity. Choreograph a short sequence with an awareness of expression. Demonstrate understanding and knowledge of how to compose a sequence</p> <p><b>Skill:</b></p> <p>I can use expression to improve my performance. I can express a season of the year through my dance</p>	<p><b>Unit 1 – Dance</b></p> <p>Explore the transport theme using dynamics. Choreograph a short sequence combining a range of dynamics. Demonstrate some knowledge of dance composition</p> <p><b>Skill:</b></p> <p>I can show changing movements in my actions. I can give an example of a transport action. I can create a sequence with transport actions.</p>	<p><b>Unit 1 – Manipulation and Coordination</b></p> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>Roll a ball</li> <li>Pat a ball</li> <li>Throw a ball</li> </ul> <p><b>Skill:</b> To be able to move a ball.</p>	<p><b>Unit 1– Manipulation and Coordination</b></p> <p>Lesson 5</p> <ul style="list-style-type: none"> <li>Send an object</li> <li>Choose how to send</li> <li>Explain what it means to send</li> </ul> <p><b>Skill:</b> To be able to send and receive an object.</p>	<p><b>Unit 1– Manipulation and Coordination</b></p> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>Touch targets</li> <li>Slide a beanbag</li> <li>Stop a beanbag</li> </ul> <p><b>Skill:</b> To be able to listen and respond, using hands and feet.</p>	<p><b>Unit 2– Manipulation and Coordination</b></p> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>Move small and large balls</li> <li>Perform in a group</li> <li>Roll/push a ball</li> </ul> <p><b>Skill:</b> To be able to perform a variety of collecting, moving and placing actions.</p>	<p><b>Unit 2– Manipulation and Coordination</b></p> <p>Lesson 5</p> <ul style="list-style-type: none"> <li>Jump over a skip</li> <li>Use a variety of jumps</li> <li>Use a skipping rope</li> </ul> <p><b>Skill:</b> To be able to practise and perform a variety of skips.</p>	<p><b>Unit 2– Manipulation and Coordination</b></p> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>Roll a hoop</li> <li>Control the speed</li> <li>Spin a hoop</li> </ul> <p><b>Skill:</b> To be able to roll, spin, rotate, throw and catch hoops</p> <p><b>Creating an obstacle course with a variety of equipment and moving in different ways.</b></p>
	EXPRESSIVE ARTS AND DESIGN	<p><b>Activity:</b></p> <p>Act out the first scene of No Dinner!</p> <p><b>Skills:</b></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><b>Kapow Music Exploring Sounds:</b></p> <p>Lesson 1 – Vocal sounds</p> <p>Little Miss Muffet Learn rhymes, poems and songs.</p>	<p><b>Activity:</b></p> <p>Creating their own props to retell the story-No Dinner!</p> <p><b>Skills:</b></p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><b>Kapow Music Exploring Sounds:</b></p> <p>Lesson 2 – Body sounds</p> <p>Little Bo Peep</p> <p>FF</p>	<p><b>Activity:</b></p> <p>Free painting of the story- -own ending to story</p> <p><b>Skills:</b></p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Kapow Music Exploring Sounds:</b></p> <p>Lesson 3 – Instrumental sounds</p>	<p><b>Activity</b></p> <p>Use the musical instruments to help retell the story.</p> <p><b>Skills:</b></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>Kapow Music Exploring Sounds:</b></p> <p>Lesson 4 – Environmental sounds</p> <p>FF</p>	<p><b>Activity:</b></p> <p>Acting out the story using the props.</p> <p><b>Skills:</b></p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Kapow Music Exploring Sounds:</b></p> <p>Lesson 5 – Nature sounds</p>	<p><b>Activity:</b></p> <p>To design &amp; make an African print to make our bookmark.</p> <p><b>Skills:</b></p> <p>Realises tools can be used for a purpose.</p> <p><b>Kapow Music Musical Stories:</b></p> <p>Lesson 1 – moving to music</p> <p>FF</p>	<p><b>Activity:</b></p> <p>To design &amp; make an African print to make our bookmark.</p> <p><b>Skills:</b></p> <p>Realises tools can be used for a purpose.</p> <p><b>Kapow Music Musical Stories:</b></p> <p>Lesson 2 – story telling with actions</p>	<p><b>Activity:</b></p> <p>Listen to and move to African music</p> <p><b>Skills:</b></p> <p>Initiates new combinations of movement to express and respond to music.</p> <p><b>Kapow Music Musical Stories:</b></p> <p>Lesson 3 – using instruments to represent action</p> <p>FF</p>	<p><b>Activity:</b></p> <p>Free painting of your favourite African animal</p> <p><b>Skills:</b></p> <p>Explores what happens when they mix colours.</p> <p><b>Kapow Music Musical Stories:</b></p> <p>Lesson 4 – musical storey composition</p>	<p><b>Activity:</b></p> <p>Making African animal masks</p> <p><b>Skills:</b></p> <p>Manipulates materials to achieve a planned effect.</p> <p><b>Kapow Music Musical Stories:</b></p> <p>Lesson 5 – musical story performance</p> <p>FF</p>	<p><b>Activity:</b></p> <p>Easter cards and activities.</p> <p><b>Skills:</b></p> <p>Realises tools can be used for a purpose.</p> <p><b>Kapow Music Musical Stories:</b></p> <p>class reflections</p>
	BRITISH VALUES	Morals and mutual respect	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Mutual respect, helping each other	Mutual respect, helping each other	Group roles	Group roles	Achieve our goals and targets	Achieve our goals and targets

	PERSONAL, SOCIAL AND EMOTIONAL	Dreams and Goals Jigsaw Scheme  Challenge  <b>Learning Intention:</b> I understand that if I persevere, I can tackle challenges.  <b>Skills:</b> To know what it means to not give up and to keep on trying. -Link to school values.	Dreams and Goals Jigsaw Scheme  Never giving up  <b>Learning Intention:</b> I can tell you about a time I didn't give up until I achieved my goal.  <b>Skills:</b> I can share my experiences with others. -Link to school values.	Dreams and Goals Jigsaw Scheme  Setting a goal  <b>Learning Intention:</b> I can set a goal and work towards it.  <b>Skills:</b> To know what it means to set a goal and work towards meeting it. -Link to school values.	Dreams and Goals Jigsaw Scheme  Obstacles and support  <b>Learning Intention:</b> I can use kind words to encourage people.  <b>Skills:</b> I know how I can offer support through using kind words. -Link to school values.	Dreams and Goals Jigsaw Scheme  Flight to the future  <b>Learning Intention:</b> I understand the link between what I learn now and the jobs I might like to do when I am older.  <b>Skills:</b> I understand if I work hard now it will help to do what I want when I am older. -Link to school values.	Healthy Me Jigsaw Scheme  Everybody's body  <b>Learning Intention:</b> I understand that I need to exercise to keep my body healthy  <b>Skills:</b> I can say why it is important to be active.	Healthy Me Jigsaw Scheme  We like to move it, move it!  <b>Learning Intention:</b> I understand how moving and resting are good for my body  <b>Skills:</b> I know how to look after my body through the effects of exercise.	Healthy Me Jigsaw Scheme  Food, glorious food!  <b>Learning Intention:</b> I know which foods are healthy and not so healthy and can make healthy eating choices  <b>Skills:</b> I know how to make healthy food choices and why.	Healthy Me Jigsaw Scheme  Sweet dreams  <b>Learning Intention:</b> I know how to help myself go to sleep and understand why sleep is good for me  <b>Skills:</b> I understand that my body needs the right amount of sleep to help me carry out my daily routines.	Healthy Me Jigsaw Scheme  Keeping clean  <b>Learning Intention:</b> I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet  <b>Skills:</b> I know why I need and how to wash my hands.	Healthy Me Jigsaw Scheme  Stranger danger  <b>Learning Intention:</b> I know what a stranger is and how to stay safe if a stranger approaches me  <b>Skills:</b> I understand what a stranger is and dangers of strangers. I know how to get help if I am approached by a stranger.
	IN SCHOOL WORKSHOPS								African Drumming Workshop – 4 <sup>th</sup> March  Science week workshop – 5 <sup>th</sup> March			