

Week 2 RHYME
You can't take an elephant on the bus
by Patricia Cleveland-Peck
How do we know where to go?

CL: Develop a love for creating and performing helicopter stories which embed new vocabulary. Speak in extended sentences, with the use of conjunctions. **Tell your own version of Lost and Found.**

PSD: Follow their own interests, playing with a varied group of peers. **Who could you create a story with?**

PD: When riding a balance bike, make simple turns and changes of direction by leaning body left and right. **Where will you ride your bike, to a castle, a cottage, a forest, or a desert?** Step onto a low balance beam, with support, and then balance in position independently.

L: When retelling stories, refer directly to vocabulary drawn from the original text. **Use parts of our story to inspire your own.**

M: Find odd and even numbers through equal sharing and recalling prior modelling.

UtW: Create drawn and physical versions of maps to show journey travelled personally or by characters in stories. **Create a physical or drawn map of your own story.** Understands that time passes in sequential order and there are repeating patterns in our lives.

EAD: Immerse themselves in creating different characters and personas when Learning Through Play. **When acting out your helicopter story.** Sing in a group, matching pitch, and following melody with their peers.

Key Vocabulary: boats, ships, engine, float, sink, propel.

Week 3 AREOPLANES
Emma Jane's Aeroplane by Katie Haworth
What happened before us?

CL: When engaged in a conversation, demonstrate they are listening using different strategies. Use a variety of verbs in all three tenses when talking about their play and experiences out of school.

PSD: Approach teachers when they are feeling a **big emotion** and talk about **regulating** these feelings. **I know I can tell my teachers when I am feeling a big emotion.** Use different strategies to ensure toys and equipment are **shared** fairly.

PD: When throwing at a given target, know whether an over or underarm throw would be more effective and talk through the reasoning for this.

L: Make predictions based on what has been read so far, including the front cover and blurb.

M: Count to 20 from 0 and back to 0 from teen numbers. Create numbers using manipulatives and then take some away to make a new number.

UtW: Look at the natural world in our immediate environment and talk about changes over time.

EAD: Can explain a drawing and use their knowledge of shape to influence the structure of the artwork. Draws bodies of an appropriate size for what they are drawing.

OL: Looks for signs of winter, think back to how the forest looked in the Summer and Autumn and how it has changed.

Key Vocabulary: history, old, new, timeline, airport, aeroplane, fly.

Week 4 BUS
Naughty Bus by Jan Oke
What is the journey of a bus?

CL: Confidently greet and express their wants and needs with an adult around school, using appropriate language.

PSD: Vary talk and behaviour based on whether they are speaking to a peer or a teacher. Follow their own interests, playing with a varied group of peers. **Who would else like the stories that you like?**

PD: Write and draw in different directions, including curves and angles, to promote dynamism. **Design your own book front cover.** Skip using a rope held themselves, jumping with both feet.

L: For taught sounds, including digraphs and trigraphs, know the corresponding graphemes and end sentences with a full stop.

M: Base estimations on known facts ("Here are 10 marbles, how many do you estimate are here?")

UtW: Finds friends with similar and different interests to their own. Makes predictions as to what will happen to materials when they are heated or cooled. **Use a book to carry out a science experiment.**

EAD: Explore a wide range of mark making materials and tools. **When drawing your favourite story's front cover.**

OL: Use your imagination in the forest to come up with your own stories. Could you build a house for a fairy, mix a potion or find a magical creature.

Key Vocabulary: library, fiction, non-fiction, borrow, imagination,

Week 5 SPACE
Look Up! by Nathan Bryon
What lives above us?

CL: To ask questions and display curiosity for the topic and personal interests. **Create rocket or a planet from space.**

-Ask questions to develop their understanding of topics which interest them.

PSD: Discuss with their peers about strategies they use when feeling big emotions.

PD: Use the handle to make simple turns when riding a bike with both feet off the ground. Practise lace-tying on a board using two differently coloured ends.

L: Know the meaning of our school's values.

- Knows to search for and spot digraphs and trigraphs within words before sounding out and blending.

M: Order multiple lengths, weight and capacities from shortest/lightest/emptiest to longest/heaviest/fullest.

UtW: Understand that some changes cannot be reversed as time passes.

EAD: Experiments with different materials and evaluates their success.

-Sing by themselves, matching pitch and following melody.

OL: Create a new shed for the strange animal.

Key Vocabulary: space, comet, planet, milky way, stars, rocket, black hole, universe.

Week 1 BOATS
Lost and Found by Oliver Jeffers
How can we travel across water?

CL: Spontaneously offer comments to whole class conversations.

PSD: Dress and undress for PE and forest school, knowing the correct order actions should be done.

PD: Use a fork to hold food in place whilst the knife cuts. **Practice using your knife and fork during dinner time.**

L: Sound out and attempt to blend key and newly introduced vocabulary around the classroom. Know each sound for all 26 letters of the alphabet.

M: Write and number from 1-20 using the correct digit formation. Subitise numbers up to 5 speedily where amounts are represented pictorially or through manipulatives.

UtW: Describes and observes the life cycles of different animals. How are bird's lifecycles the same? How are they different to other animals? Knows the names of and recognises members of the school's safeguarding team.

EAD: Experiment how adding black and white can deepen and lighten a colour. Printing objects to make a pattern or picture.

OL: Contributes towards keeping our school and local area free of litter and waste. Tidy our forest and litter pick. Take part in the RSPB's Big School Birdwatch, identify birds and record your findings.

Key Vocabulary: maps, direction, forwards, backwards, left, right, up, down.

On the Move!

Spring 1 2026



PSHE
Dreams and Goals

Week 1: To understand that if I persevere, I can tackle challenges.

Week 2: To talk about a time that I did not give up until I achieved my goal.

Week 3: To set a goal and work towards it.

Week 4: To use kind words and encourage other people.

Week 5: To understand the link between what I learn now and the job I might like to do when I am older.

Week 6: To explore job avenues and speak to professionals to inspire.

Contextual Experiences and Additional Opportunities:
Chinese New Year
Observing seasonal changes in the school environment

Phonics

N1 and N2: Phase 1 Aspects 1 to 7
Reception: Phase 3

Week 1: Introducing and applying the phonemes and graphemes: /ai/, /ee/, igh/ and /oa/.

Week 2: Introducing and applying the phonemes and graphemes: /oo/, /oo/, /ar/ and /or/. Learning tricky words 'was', 'you' and 'they'.

Week 3: Introducing and applying the phonemes and graphemes: /ur/, /ow/, /oi/ and /ear/. Learning tricky words 'my', 'by', and 'all'.

Week 4: Introducing and applying the phonemes and graphemes: /air/ and /er/. Learning tricky words 'are', 'sure' and 'pure'.

Week 5: Introducing and applying the phonemes/graphemes to longer words and consolidating our tricky words.

Week 6: Assessment and consolidation.

Religious Education
What is Easter?

Week 1: PSHE

Week 2: To talk about hopes and goals for the year ahead, and to set personal targets.

Week 3: To acknowledge how it feels when we accomplish a goal which we have set ourselves.

Week 4: To understand how we celebrate different things and that we may celebrate the same occasion differently.

Week 5: To look ahead to Spring and state something which we are excited about.

Week 6: To know about Nowruz, the Iranian New Year, and how it is celebrated in Iran and around the world.

Week 6 CHINESE NEW YEAR
The Great Race by Emily Hiles
What is a Chinese New Year?

CL: Set themselves a goal and talk to peers and teachers about how they intend to achieve it. Ask teachers for support when working towards a goal which they are having difficulty with. **Create a Chinese dragon sculpture or puppet?**

PSD: Develop relationships with a variety of peers. **How are we the same and how are we different? Who celebrates Chinese New Year?**

PD: Experiment with different balances and use them in dance routines.

L: Use writing spontaneously during their play, for example, labelling a model they have created. Recognise the names of their teachers and other significant adults in school.

M: Create repeating patterns with three variables, using colours, shapes and manipulatives. Talk about the shapes they can see in their learning environment.

UtW: Talk about events and celebrations, included religious, which they observe and how.

Chinese New Year

EAD: Choose instruments/sounds for their own imaginative purposes, e.g., a shaker to represent rain. a drum to represent a **dragon**. Work as a group with the support of a teacher to create a 3D model or structure. **A Chinese dragon**

OL: Make a map of Ruby's journey to Grandma's house in the forest. Can you retell the story?

Key Vocabulary: race, dragon, celebration, tradition, lantern, new year, China

Magic Maths

Reception

Week 1: To explore capacity – to compare mass, finding balance, discover capacity.

Week 2: To find and represent numbers 6,7 and 8.

Week 3: To explore one more and one less than a given number.

Week 4: To make pairs- odd and even.

Week 5: To find doubles.

Week 6: Consolidation and Review

Nursery

Week 1: To identify and combine shapes with 4 sides.

Week 2: To subitise numbers to 5.

Week 3: To represent numbers to 5.

Week 4: To explore height in different contexts.

Week 5: To discover length within the classroom and outside.

Week 6: To explore weight in different contexts.