

Termly Planning Overview: 2025-26

Spring Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<i>School events</i>		RE Focus Week			NSPCC Numbers Day Children's Mental Health Week			
<i>Outdoor Learning</i>	PSHE warm ups, Maths games, French games.							
<i>Zones of Regulation</i>								
<i>Growth Mindset</i>	Our Behaviour impacts the feelings of those around us	The Zones in Video	Me in my Zones Understanding Different Perspectives	How do I feel?	My Zones Across the Day	Caution! Triggers Ahead		
ENGLISH	Text: Journey	Text: Journey	Text: Journey	Text: Journey	Text: Leisure	Text: Leisure	Text:	Text:
<i>Phonics/Spelling</i>	Suffix <i>-ous</i> .	Common Words – Words children are expected to spell correctly at all times.	Statutory word list and adding prefixes and suffixes to these where appropriate.	The Suffix <i>-ation</i>	The Suffix <i>-ly</i>	Words with endings sounding like /ʒə/ or /tʃə/ <i>-ure</i>	The Suffix <i>-ous</i>	
<i>Reading</i>	Understand what he/she reads independently by drawing inferences such as inferring characters'	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for		

	feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	read for himself/herself, taking turns and listening to what others say	read for himself/herself, taking turns and listening to what others say	actions, and justifying inferences with evidence clearly taken from the text.	capture the reader's interest and imagination.	himself/herself, taking turns and listening to what others say.		
Composition	Writing to entertain. To write the story with one of the problems and a resolution.		Writing to entertain. To add another page to the story with a problem & resolution.		Writing to entertain. To invent 4 new images of the things we should be noticing more and write 4 new stanzas about leisure.			
Handwriting	Practising writing silent letters: wr Practising joining from the letter f: ft Assessment book 3	Assessment book 4 Unit 1 Practising joining from the letter e. Unit 2 Practising joining to and from the letter s.	Unit 3 Letters at the correct size and height: rie. Unit 4 Practising writing double letters tt.	Unit 5 Practising consistency in spacing: sce Unit 6 Practising using a diagonal join: un.	Unit 7 Practising the horizontal join: re. Unit 8 More practice joining to the letter y.	Unit 9 Practising speedwriting. Unit 10 Practising the size and height of letters ous.		
Vocabulary, Grammar & Punctuation	Using fronted adverbials Fronted adverbials [for example, Later that day, I		Extending the range of sentences with more than one clause by using a wider range of		Indicating possession by using the possessive apostrophe with plural nouns.			

	<p>Further coding with Scratch To explore how variables and if statements are used in Scratch by identifying their purpose in a game.</p> <p>Online Safety Lesson 3</p>
Science:	<p>States of Matter Classifying solids, liquids and gases; Unusual materials; Particle theory; Change of state; Melting, freezing, evaporation and condensation; States of water; Measuring temperature; Investigating melting; Line graphs; Researching melting and boiling points; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research.</p>
History or Geography:	<p>How have children's lives changed? Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p>
Art & Design or Design Technology:	<p>Craft and design: Fabric of nature Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p>
Music:	<p>Samba and carnival sound and instruments Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p>
French:	<p>Clothes- getting dressed in France</p> <p>Remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des.</p> <p>Understand how to convert the indefinite article to a possessive adjective.</p> <p>Correctly identify items of clothing based on the written word.</p> <p>Say the words for items of clothing with accurate pronunciation.</p> <p>Make an intelligible attempt to spell new words.</p> <p>Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong.</p> <p>Compose a sentence using j'aime or je n'aime pas.</p> <p>Use il/elle correctly and place the adjective in the correct position in relation to the noun.</p>

PSHE/RSE:	<p>Dreams and Goals:</p> <p>I can tell you about some of my hopes and dreams. I understand that sometimes hopes and dreams do not come true and that this can hurt. I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to make a new plan and set new goals even if I have been disappointed. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. I can identify the contributions made by myself and others to the group's achievement.</p>
RE:	<p>Strand: Beliefs & Questions - Theology Key Question: How do Hindus understand who God is? Religion: Hinduism</p>
PE:	<p>Hockey To collaborate with others in team games. To use a push pass accurately. To get in a low position when dribbling and/or passing. To dribble a ball whilst changing direction. To use a slap pass. To employ simple tactics in games</p> <p>Gymnastics To combine travelling. To spin on point. To collaborate with a partner. To create longer sequences of movements, shapes, balances, and rolls. To use different pieces of apparatus and equipment with control and purpose. To perform in front of others</p>