

# 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		
<b>ENGLISH</b>	<i>Text: Journey</i>	<i>Text: Journey</i>	<i>Text: Journey</i>	<i>Text: Journey</i>	<i>Text: Leisure</i>	<i>Text: Leisure</i>	<i>Text:</i>	<i>Text:</i>
<b>Phonics/Spelling</b>	Suffix –ous.	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 –ation	The Suffix –ly	Words with endings sounding like /ʒə/ or /tʃə/ -ure	The Suffix –ous	
<b>Reading</b>	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.		
<b>Composition</b>	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.			
<b>Handwriting</b>	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.		
<b>Vocabulary, Grammar &amp; Punctuation</b>	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><b>Online Safety Lesson 3</b></p>
<b>Science:</b>	<p><b>States of Matter</b> 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>
<b>History or Geography:</b>	<p><b>How have children's lives changed?</b> 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>
<b>Art &amp; Design or Design Technology:</b>	<p><b>Craft and design: Fabric of nature</b> 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>
<b>Music:</b>	<p><b>Samba and carnival sound and instruments</b> 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>
<b>French:</b>	<p><b>Clothes- getting dressed in France</b></p> <p>Remember and pronounce some of the new words, recognising that some are masculine and take <b>un</b>, some feminine and take <b>une</b> and some plural and take <b>des</b>. Understand how to convert the indefinite article to a possessive adjective. Correctly identify items of clothing based on the written word. Say the words for items of clothing with accurate pronunciation. Make an intelligible attempt to spell new words. 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. Compose a sentence using <b>j'aime</b> or <b>je n'aime pas</b>.</p> <p>Use <b>il/elle</b> correctly and place the adjective in the correct position in relation to the noun.</p>

<b>PSHE/RSE:</b>	<p><b>Dreams and Goals:</b>  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>
<b>RE:</b>	<p><b>Strand:</b> Beliefs &amp; Questions - Theology  <b>Key Question:</b> How do Hindus understand who God is?  <b>Religion:</b> Hinduism</p>
<b>PE:</b>	<p><b>Hockey</b>  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><b>Gymnastics</b>  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>