Week Commencing:	05/01/26 (4 days)	12/01/26	19/01/26	26/01/26	02/02/26	09/02/26	16/02/26-20/02/26
Maths	**Addition and Subtraction within 100** • Related facts • Add and subtract 1s • Add to the next 10 • Add to a 10	**Addition and Subtraction within 100** • Add across a 10 • Subtract to a 10 • Subtract from a 10 • Subtract across a 10 • Add 10s	**Addition and Subtraction within 100** • Subtract 10s • Add two 2-digit numbers (not across 10) • Add two 2-digit numbers (across 10) • Subtract two 2-digit numbers (not across 10)	**Addition and Subtraction within 100** • Subtract two 2-digit numbers (across 10) • Answer mixed addition and subtraction questions • Compare number sentences • Solve missing number problems	**Multiplication and Division** • Count in 2s, 5s and 10s. • Count in 3s. • Recognise equal groups • Make equal groups • Add equal groups	**Multiplication and Division** • Make arrays • Multiplication sentences • Commutatively • Make equal groups – grouping • Make equal groups - sharing	**Half Term**
English	**Mighty Marrow – Narrative** WALT: discuss, share and recap prior learning. WALT: explore the key features of a narrative story including: structure of a story, language choices and grammatical elements.	**Mighty Marrow - Narrative** WALT: explore the key features of a narrative story including: structure of a story, language choices and grammatical elements.	**Mighty Marrow - Narrative** WALT: explore the key features of a narrative story including: structure of a story, language choices and grammatical elements.	**Mighty Marrow - Narrative** WALT: plan a narrative. WALT: write a narrative story.	**Mighty Marrow - Narrative** WALT: write a narrative story. WALT: review a narrative. WALT: redraft a narrative.	**Mighty Marrow – Narrative** WALT: publish our writing.	
	Daily Handwriting	**Daily Handwriting**	**Daily Handwriting**	**Daily Handwriting**	**Daily Handwriting**	**Daily Handwriting**	
	Phonics: Daily phonics lessons linked to Little Wandle phonic scheme.	**Phonics:** Daily phonics lessons linked to Little Wandle phonic scheme.	**Phonics:** Daily phonics lessons linked to Little Wandle phonic scheme.	**Phonics:** Daily phonics lessons linked to Little Wandle phonic scheme.	**Phonics:** Daily phonics lessons linked to Little Wandle phonic scheme.	**Phonics:** Daily phonics lessons linked to Little Wandle phonic scheme.	
	Place Value of Spelling WALT: understand the suffix -s and -es.	**Place Value of Spelling** WALT: understand the suffix -y.	**Place Value of Spelling** WALT: understand the suffix -ed.	**Place Value of Spelling** WALT: understand the suffix -ed.	**Place Value of Spelling** WALT: understand the suffix -ing.	**Place Value of Spelling** WALT: understand the prefix un-.	

Science	**Seasonal Changes**	**Seasonal Changes**	**Seasonal Changes**	**Plants**	**Plants**	**Plants**	
	When is spring?	**When is summer?**	**How does the day change?**	**What is a plant?**	**What are the parts of a plant called?**	**Do plants grow?**	
	WALT: observe and describe changes across the four seasons.	WALT: observe and describe changes across the four seasons.	WALT: observe how the day's length changes.	WALT: identify different plants.	WALT: identify and describe the basic structure of plants.	WALT: understand that plants can grow.	
	Key Vocabulary: - spring, summer, daylight hours, plant, flower, leaf						

History	**Famous Explorers**	**Famous Explorers**	**Famous Explorers**	**Famous Explorers**	**Famous Explorers**	**Famous Explorers**	
	How can we find out about the past?	**Why do people explore?**	**Who are the important explorers from the past?**	**What are the famous explorations of the past?**	**Can we compare different explorations?**	**How have explorations changed over time?**	
	WALT: talk about how we can find out about the past.	WALT: say why some famous explorers explored.	WALT: say why some famous explorers from the past are remembered in the present.	WALT: talk about some famous explorations from the past.	WALT: some similarities and differences between explorers from the past.	WALT: talk about some modern-day explorations.	
	Key Vocabulary: - astronaut, significant, monument, continuity, different, exploration						

PE	**No Dance this week as Inset Day**	**Dance – Explorers**	**Dance – Explorers**	**Dance – Explorers**	**Dance – Explorers**	**Dance – Explorers**	
		WALT: begin to use a range of different, controlled movements.	WALT: create a 'frozen' position showing a reaction and creating an emotion.	WALT: develop our character work, adding movements, expression and emotion to our motif.	WALT: explore a variety of movements in a character (explorer and jungle animal) with a partner.	WALT: extend our sequences as our characters (explorer and jungle animal).	
	Ball Skills - Feet	**Ball Skills - Feet**	**Ball Skills - Feet**	**Ball Skills - Feet**	**Ball Skills - Feet**	**Ball Skills - Feet**	
	WALT: recap the different ways of using our feet to move with a ball.	WALT: use the inside and outside of our feet to dribble the ball.	WALT: use our dribbling technique to keep the ball away from our opponents.	WALT: understand the consequences of what happens if we do not dribble into space and keep the ball close to us.	WALT: work with a partner and begin to understand how to kick a ball towards a target.	WALT: collaborate and work together in a team.	
	Key Vocabulary: - movement, flow, motif, unison, sequence, canon - control, space, dribble, opponents, dominant, target						

RE	GOD 1.1: **What do Christians believe GOD is like?**	GOD 1.1: **What do Christians believe GOD is like?**	GOD 1.1: **What do Christians believe GOD is like?**	GOD 1.1: **What do Christians believe GOD is like?**	GOD 1.1: **What do Christians believe GOD is like?**	GOD 1.1: **What do Christians believe GOD is like?**	
	WALT: identify what a parable is.	WALT: retell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. We can give clear, simple accounts of what the story means to Christians.	WALT: give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.	WALT: give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.	WALT: think, talk and ask questions about whether we can learn anything from the story for ourselves, exploring different ideas.	WALT: listen and discuss the story of Jonah and the Whale.	

Computing	**Computer Science and Data Information** WALT: label objects.	**Computer Science and Data Information** WALT: identify that objects can be counted.	**Computer Science and Data Information** WALT: describe objects in different ways.	**Computer Science and Data Information** WALT: count objects with the same properties.	**Computer Science and Data Information** WALT: compare groups of objects.	**Computer Science and Data Information** WALT: answer questions about groups of objects.	
	Key Vocabulary: - label, groups, data set, properties, classify						
Art & Design	**Chromatic** WALT: understand how to make colours.	**Chromatic** WALT: understand what is meant by 'abstract' art.	**Chromatic** WALT: explore the life of Hilma af Klint.	**Chromatic** WALT: understand the different meanings abstract art can have.	**Chromatic** WALT: talk about abstract art.	**Chromatic** WALT: create a piece of artwork for our 'art gallery'.	.
	Key Vocabulary: - abstract, ferrule, gallery, primary colours, realism, space						
DT	**Fabric Bunting** WALT: explore and evaluate a range of bunting designs.	**Fabric Bunting** WALT: explore and evaluate a range of bunting designs.	**Fabric Bunting** WALT: design a bunting flag.	**Fabric Bunting** WALT: design a bunting flag.	**Fabric Bunting** WALT: use a paper template to help cut out a fabric shape.	**Fabric Bunting** WALT: use a paper template to help cut out a fabric shape.	
	Key Vocabulary: - evaluate, product, bunting, program, graphics, computer						
Music	**Instruments** WALT: understand rhythm using untuned instruments.	**Instruments** WALT: understand rhythm using untuned instruments.	**Instruments** WALT: understand rhythm using untuned instruments.	**Instruments** WALT: understand rhythm using untuned instruments.	**Notation** WALT: know the seven notes of music.	**Notation** WALT: know the seven notes of music.	
	Key Vocabulary: - rhythm, untuned, percussion, notes, beats, crochet						
PSHE	**Emergencies and Getting Help** WALT: understand what an emergency is.	**Emergencies and Getting Help** WAL: how to safely get help in an emergency, including calling 999.	**Emergencies and Getting Help** WAL: how to care for ourselves and others during an emergency.	**Healthy Friendships** WALT: identify what makes a good friend.	**Healthy Friendships** WALT: describe how to be a good friend.	**Healthy Friendships** WALT: begin to solve conflicts and understand how to get help and make a friendship better.	
	Key Vocabulary: - emergency, danger, personal information, qualities, conflict, resolve						
Curriculum Enhancements	Visitors from the emergency services to talk about their roles and responsibilities: Police, Fire, Doctor and Nurse.						

Week Commencing:	23/02/26	02/03/26	09/03/26	16/03/26	23/03/26	30/03/26 (4 days)	06/04/26 – 17/04/26
Maths	**Multiplication and Division** • The 2 times tables • Divide by 2 • Doubling and Halving • Odd and Even	**Multiplication and Division** • The 10 times table • Divide by 10 • The 5 times table • Divide by 5 • The 5 and 10 times table	**Length and Height** • Measure length using objects • Measure length using centimetres • Measure length in metres	**Length and Height** • Compare length and height • Order length and height • Use the four operations to solve length and height problems	**Statistics** • Tally Charts • Tables • Block diagrams • Draw pictograms • Interpret pictograms	**Consolidation Week** • A range of fluency, reasoning and word problems based on previous learning.	**Easter Holidays**
English	**Non-Fiction – How to be a Mighty Explorer – Instructions** WALT: discuss, share and recap prior learning. WALT: explore the key features of a set of instructions including: presentation, language choices and grammatical elements. **Daily Handwriting** **Phonics:** Daily phonics lessons linked to Little Wandle phonic scheme. **Place Value of Spelling** WALT: understand and apply the prefix re-.	**Non-Fiction – How to be a Mighty Explorer – Instructions** WALT: explore the key features of a set of instructions including: presentation, language choices and grammatical elements. **Daily Handwriting** **Phonics:** Daily phonics lessons linked to Little Wandle phonic scheme. **Place Value of Spelling** WALT: understand and apply the suffix -ly.	**Non-Fiction – How to be a Mighty Explorer – Instructions** WALT: explore the key features of a set of instructions including: presentation, language choices and grammatical elements. **Daily Handwriting** **Phonics:** Daily phonics lessons linked to Little Wandle phonic scheme. **Place Value of Spelling** WALT: understand and apply the suffixes -er and -est.	**Non-Fiction – How to be a Mighty Explorer – Instructions** WALT: plan a set of instructions. WALT: write a set of instructions. WALT: redraft our set of instructions. WALT: publish our writing. **Daily Handwriting** **Phonics:** Daily phonics lessons linked to Little Wandle phonic scheme. **Place Value of Spelling** WALT: understand and apply the suffixes -er and -est.	**Poetry Diamantes** WALT: explore the key features of a diamante poem. WALT: plan a diamante poem. WALT: write a diamante poem. **Daily Handwriting** **Phonics:** Daily phonics lessons linked to Little Wandle phonic scheme. **Place Value of Spelling** WALT: understand and apply the suffixes -er and -or.	**Poetry Diamantes** WALT: redraft our diamante poem. WALT: publish our diamante poem. WALT: perform our diamante poem. **Daily Handwriting** **Phonics:** Daily phonics lessons linked to Little Wandle phonic scheme. **Place Value of Spelling** WALT: understand and apply the suffixes -er and -or.	
Science	**Plants** **Do wild plants grow in our local area?** WALT: name a variety of common wild plants.	**Plants** **How can we group plants?** WALT: sort a variety of plants.	**Plants** **Can we eat plants?** WALT: name a variety of common plants that we can eat.	**Plants** **Are trees a type of plant?** WALT: identify, name and describe the basic structure of deciduous and evergreen trees.	**Plants** **What is a leaf?** WALT: identify and classify.	**Plants** End of topic quiz	
	Key Vocabulary: - tree, deciduous, evergreen, flower, roots, stem						

Geography	Sensational Safari	Sensational Safari	Sensational Safari	Sensational Safari	Sensational Safari	Sensational Safari	
	WALT: understand where Kenya is in the world and locate it on a map.	WALT: draw a simple map.	WALT: compass directions to describe places on a map.	WALT: understand some of the main animals which live in Kenya.	WALT: understand what Maasai culture is like.	WALT: compare my life to a child's life from Kenya.	
	Key Vocabulary: - continent, country, equator, atlas, tribe, culture						

PE	**Gymnastics**	**Gymnastics**	**Gymnastics**	**Gymnastics**	**Gymnastics**	**Gymnastics**	
	WALT: show different ways we can move our bodies and explore how we can link different movements together.	WALT: develop different movements that we can link together on apparatus.	WALT: explore different ways we can perform the sequence - jump, roll and balance.	WALT: develop the different ways we can perform the sequence - jump, roll and balance on apparatus.	WALT: create our own sequences.	WALT: perform our own sequences.	
	Ball Skills: Hands	**Ball Skills: Hands**	**Ball Skills: Hands**	**Ball Skills: Hands**	**Ball Skills: Hands**	**Ball Skills: Hands**	
	WALT: understand how we throw a bean bag underarm and why.	WALT: understand how we throw a bean bag underarm and why, applying this into a game situation.	WALT: work in a team and apply the underarm throw in a competitive situation.	WALT: explore different ways of stopping a ball using our hands.	WALT: apply our prior knowledge of where we send a ball and why, in order to score points to beat an opponent.	WALT: consolidate our ability to accurately roll a ball towards a target.	
	Key Vocabulary: - link, apparatus, sequence, position, aim, direction						

RE	JUDAISM 1.7: **Who is Jewish and how do they live?**	JUDAISM 1.7: **Who is Jewish and how do they live?**	JUDAISM 1.7: **Who is Jewish and how do they live?**	JUDAISM 1.7: **Who is Jewish and how do they live?**	JUDAISM 1.7: **Who is Jewish and how do they live?**	JUDAISM 1.7: **Who is Jewish and how do they live?**	
	WALT: name the precious objects Jewish people have in their home.	WALT: recognise the words of the Shema as a Jewish prayer.	WALT: to understand how some Jewish people might remember God in different ways and give an example (e.g. mezuzah, on Shabbat).	WALT: to understand how some Jewish people might remember God in different ways and give an example (e.g. mezuzah, on Shabbat).	WALT: make links between Jewish ideas of God found in the stories and how people live.	WALT: talk about and share ideas as to what we think is good about reflecting, thanking, praising and remembering for Jewish people.	
	Key Vocabulary: - Shema, mezuzah, challah bread, Shabbat, chanukiah, Torah						

Computing	**Data & Information Pictograms**	**Data & Information Pictograms**	**Data & Information Pictograms**	**Data & Information Pictograms**	**Data & Information Pictograms**	**Data & Information Pictograms**	
	WALT: recognise that we can count and compare objects using tally charts.	WALT: recognise that objects can be represented as pictures.	WALT: create a pictogram.	WALT: select objects by attribute and make comparisons.	WALT: recognise that people can be described by attributes.	WALT: explain that we can present information using a computer.	
	Key Vocabulary: - data collection, tally charts, pictograms, attribute						

Art & Design	**Chromatic** WALT: understand how colours can work together.	**Chromatic** WALT: further explore how colours can work together.	**Chromatic** WALT: explore the life of Ted Harrison.	**Chromatic** WALT: explore how Ted Harrison can inspire us.	**Chromatic** WALT: evaluate our artwork.	**Chromatic** WALT: evaluate others artwork.	
	Key Vocabulary: - complementary colours, contrast, elements, secondary colours, serigraph, still life						
DT	**Fabric Bunting** WALT: use a running stitch to join fabric.	**Fabric Bunting** WALT: use a running stitch to join fabric	**Fabric Bunting** WALT: select fabrics that are suitable for decorating our bunting.	**Fabric Bunting** WALT: select fabrics that are suitable for decorating our bunting.	**Fabric Bunting** WALT: join fabrics.	**Fabric Bunting** WALT: evaluate our product.	
	Key Vocabulary: - needle, thread, running stitch, seam, starting off, finishing off						
Music	**Notation** WALT: know the seven notes of music.	**Notation** WALT: know the seven notes of music.	**Practice** WALT: play a simple tune on a tuned instrument i.e. glockenspiel.	**Practice** WALT: play a simple tune on a tuned instrument i.e. glockenspiel.	**Practice** WALT: play a simple tune on a tuned instrument i.e. glockenspiel.	**Perform** WALT: perform a simple tune on a tuned instrument to an audience i.e. glockenspiel.	
	Key Vocabulary: - quaver, semiquaver, minim, rest, treble clef, timing						
PSHE	**Our Bodies and Boundaries** WALT: understand and learn the PANTS rules.	**Our Bodies and Boundaries** WALT: name body parts and know which parts should be private. WALT: know the difference between appropriate and inappropriate touch.	**Our Bodies and Boundaries** WALT: understand that we have the right to say "no" to unwanted touch. WALT: start thinking about who we trust and who we can ask for help.	**Our Health** WALT: explain how we can look after our health	**Our Health** WALT: explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety	**Our Health** WALT: explain how we need to balance physical activity with time online.	
	Key Vocabulary: - appropriate touch, inappropriate touch, healthy, unhealthy, physical health, mental health						
Curriculum Enhancements	Visit a garden centre/Trevaskis Farm Cooking opportunities						