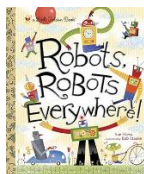
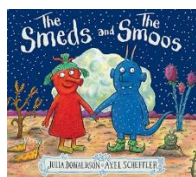


Books: Beegu, Izzy Gizmo, Old Macdonald Had A Phone, Robots Robots Everywhere, The Smeds and The Smoos, The Way Back Home, *Inventors (NF)*, *Zim Zam Zoom, (P)*,



Week 1-2  
05/01/2026  
12/01/2026

Week 3-4  
19/01/2026  
26/01/2026

Week 5-6  
02/02/2026  
09/02/2026

Week 7  
16/02/2026

Week 8-9  
02/03/2026  
09/03/2026

Week 10-11  
16/03/2026  
23/03/2026

Week 12  
30/03/2026

Subject	Focus	Content
Reading	Little Wandle Spelling Scheme.	Daily phonics/spelling lesson at relevant phase, thrice weekly 1-1 reading session focusing on decoding, prosody and comprehension. Weekly library session. Daily book sharing with whole class. Guided reading opportunities to work on higher level reading skills. Narrative, Poetry, Non-fiction
Writing	Nelson Handwriting Scheme using Little Wandle letter formation guidance. Writing practice within specific Little Wandle phonics/spelling sessions.	Daily specific sessions as well as opportunities to apply writing skills throughout the day, across the curriculum. Continuing to develop accurate use of punctuation, adjectives and conjunctions. Using adverbials and adventurous vocabulary. Writing for purpose: informal letter, journey story, explanation text, advert, poetry
Speaking and Listening	Vocabulary development - topic specific vocab. Questioning and explanations	Various opportunities to discuss and develop vocabulary through i.e. circle time, classroom activities, free play, peer to peer conversations. etc. Assemblies and performances. Opportunities to recount experiences, role-play and take part in discussions.
Maths	Addition and Subtraction (Within 20) Length and Height	-Add by counting on within 20 -Add ones using number bonds -Find and make number bonds to 20 -Subtract ones using number bonds -Subtraction: counting back -Subtraction: finding the difference -Related facts -Doubles -Near doubles -Add three 1-digit numbers -Find a part -Fact families (the eight facts) -Take away (how many left) -Find the difference -Missing number problems -Compare lengths and heights -Measure length using objects -Measure length in centimeters
PSHE	Relationships	Identify some of the jobs they do in their family and how they feel like they belong, how to make friends to stop themselves from feeling lonely, think of ways to solve problems and stay friends, understand the impact of unkind words, use Calm Me time to manage their feelings, know how to be a good friend.
Science	House and Homes	Look more closely at parts of a house, focusing on what they are made from. Look at the outside of school and what it is made of. Observe and name the windows, doors, walls, roof. Touch and talk about the roughness of bricks, smoothness of glass.
History	Inventions: How have household inventions changed in the last 100 years?	Explore old inventions and how everyday objects have changed over time. Children look at pictures of old and new inventions, such as telephones and toilets, to spot similarities and differences. They learn about inventions from the past by researching photos and dates, using time words like <i>long ago</i> and <i>today</i> . Children also listen to key facts and answer simple questions, helping them understand who invented things and why inventions are important.
Geography	How do we find information?	Look at familiar places using digital tools and real-life experiences. Children use a program such as Google Earth to look at places they know, including their school, homes, and local parks. They visit some of these locations and take photographs using a camera or iPad. Children use the photos to recognise and name places, adding labels or simple sentences. They also compare two different local places, noticing features, similarities, and differences between them.
Music	To compose beat Listening and responding	Focus on music, sound, and movement through listening, performing, and responding. Children listen to <i>Professor Brain's Machine</i> , tapping or marching to the beat and practicing vocal sounds such as <i>whirr</i> , <i>beep</i> , <i>boom</i> , and <i>chug</i> . They join in with songs, reorder symbols, and record vocal sounds to watch back. Children accompany the music using instruments, practicing stop/start, different tempos, and moving like robots to tracks such as <i>Robot Beat</i> and factory robot music.

		They listen to journey sounds, like a train, describing what they hear and how the tempo changes, and experiment with instruments using tempo slides and a metronome at different speeds.
Art/DT	Art Textiles (Making Felt Pictures)	Explore textiles and felt art by looking at the work of Ali Scott and Linda Irving. Children compare the artists' felt pictures, discussing how they are made and the colours and textures used. The teacher demonstrates how to make felt by layering wool in different directions, adding soapy water, and rubbing between bubble wrap. Children begin by creating simple felt flowers, then develop their skills by adding threads and attaching details through rubbing. They also have the opportunity to sew ribbons onto their work using a needle and thread.
PE	Expressive Movements	Develop movement and expression by encouraging children to move with controlled effort, using vocabulary such as <i>strong, gentle, heavy, stretch, reach, tense, and floppy</i> . Music is used to create different moods, helping children explore how people move when they feel sad, happy, or cross. Children take part in imaginative movement sessions linked to their interests, such as space travel, zoo animals, or shadows, supporting creativity and body awareness.
Computing	iCanPlay iMakeMedia E-Safety: iDetail	<b>iCanPlay</b> - Use a mouse to move objects and make choices on screen. Take turns playing games both online and offline. Recognise a problem and attempt to solve it (e.g. to win a game). <b>iMakeMedia</b> - Begin to understand that software and tools can be used to communicate through text, images and sound. Talk about their use of text, graphics and sound, including how the mood of a piece can be changed. Know how to use simple drawing tools. Understand that digital images can be transferred to a computer or device, saved, reviewed and changed. <b>E-Safety:iDetail</b> - The children will write a diary entry for Digiduck. Encourage children to particularly focus on the key online safety message of personal information.
RE	What is Easter to me and others?	Look at spring, seasons, and Easter through observation, discussion, and creative activities. Children learn about the four seasons, sorting them and identifying key features, with a focus on spring. They go on walks to look for signs of spring, taking weekly photographs of plants to observe change over time, and visit fields to see baby animals, matching them to adult animals and ordering simple life cycles. Children role-play animals and draw or model spring features. They also learn about Easter, exploring both secular and religious aspects, sorting Easter and Christmas images, listening to and acting out the story of Jesus going to Jerusalem and the Last Supper. The topic includes quiet reflection in outdoor spaces and practical activities such as making hot cross buns and Easter recipes.