

Snow
Bears
Reception
Spring B
25-26
KB

Prime Areas

Specific Areas

WHOLE SCHOOL THEME: 'Power of Words'


PSED: 'Jigsaw' theme: 'Healthy Me'




Literacy Tree Texts: The Extraordinary Gardener
The Tiny Seed




Story and Topic Question: 'What do you want to be?'


Week / Big Book	PSED	Physical Development	Communication & Language Tapestry observation focus for all	Literacy	Letters & Sounds	Mathematics	Understanding the world Tapestry Science observation focus for all	Expressive Arts & Design
<p>Week 1 23.02.26</p>  <p>Focus book: The Extraordinary Gardener by Sam Boughton</p> <p>Literacy Tree outcome: Narrative inspired by the original text.</p>	<p>PSHE: Jigsaw: Puzzle 4: Healthy Me: Piece 1: Everybody's body!</p> <p><i>I understand that I need to exercise to keep my body healthy.</i></p>	<p>PE Sports coach (MM) Dance</p> <p>Handwriting Warm up focus: One-armed robot letters r b n h m k p</p> <p>Revision of 'l' and 'r' families</p> <p>l i t</p> <p>Demonstrate good teeth brushing skills. Daily tooth brushing after lunch.</p>	<p>Sharing our half term holiday news focussing on the skills embedded last term of how to be a good speaker and listener.</p> <p>Speaking and listening skills: 1: Articulate their ideas and thoughts in well-formed sentences 2: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Session 1 Session 1 on Literacy Tree - WOW Take the children on a walk in your school grounds/local area/to a nearby park. Let them crunch through leaves, stroke tree-bark, lie on the grass under a tree with the shafts of light streaming through... anything that helps the children connect with and experience nature. Focus on the sensory and senses and support discussion around how things feel/smell/sound, teaching particular vocabulary/phrases such</p>	<p>Little Wandle Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Review all tricky words taught so far Secure spelling</p>	<p>Mastering Number Week 16: Counting, cardinality and ordinality</p> <p>Practise counting aloud Revisit the principles of counting. Practise counting aloud Use generalised statements to describe the '5 and a bit' composition of the numbers 6-8 Practice counting aloud</p>	<p>E Safety (Mon) <i>I use rules given to me by a trusted adult when I use technology</i></p> <p>Recap what technology is and the Smartie the Penguin story. As a class group make some rules together for using technology. Make posters and then display.</p> <p>Forest School: Signs of Spring (Weds) <i>I can notice and name signs of spring in the natural environment</i></p> <p>Spring scavenger hunt. Provide children with a widgeo check list. Go</p>	<p>Drawing Skills <i>I can draw a simple face with features appropriately placed.</i></p> <p>Focus: Recognising facial features I can name the parts of a face. I can point to where they belong.</p> <p>Music Kapow: Musical Stories: Lesson 1: Moving to Music</p>

<p>Weds 25th Feb: PPM 1.30-2pm</p> <p>1.15pm Height and weight checks</p>			<p>3: Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>as blade of grass; sunbeams; dry twig. If possible, encourage the children to collect anything from nature that they find on the ground. Take photographs for the children to caption.</p> <p>Session 2</p> <p>Children to look at the front cover of the book. What do you see? What might you smell? What might you hear? Think-pair-share discussion using the pictures on the front cover Children to write words or captions to describe what they see, hear and smell using the front cover as reference point e.g. I see pink flowers. I smell herbs. The bees buzz.</p> <p>Session 3</p> <p>Children to draw a flower from the front cover. What colours can you see? What animals might you find in this plant/flower? How would you take care of it? The children should write labels/captions to describe the flower e.g. It is green and yellow. It smells nice. Bugs are on the flower.</p>		<p>Investigate the '1 more/1 less' pattern of the base-10 counting system Begin to order numbers between 1 and 10, noticing the '5 and a bit' structure. Describe the '1 more/1 less' relationship of numbers to 10 Work together to order numbers between 1 and 10, noticing the '5 and a bit' structure</p>	<p>around and look to see if you can find the objects. Nature art - create Spring pictures using a cardboard frame Planting seeds</p> <p>Explore and Create: UTW (Fri)</p> <p>I can find out about a farm setting. I can learn about different daily farm jobs that take place during different seasons of the year I can find out about the role of a farmer I can talk about the jobs that need to be done on a farm</p> <p>Read to the children the story of 'Farmer Duck.' Talk about a 'farm' setting. What features do you see at the farm? What animals can you see at the farm?</p> <p>Barnaby Bear visits the farm. What does he see? What daily jobs does he take part in? Watch the 'Barnaby Bear' visit to farm program. https://www.youtube.com/watch?v=9y4qUfJp5q4</p> <p>Talk about the different jobs that happen during the different seasons on the farm. Name the seasons.</p>	
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<p>Week 2 02.03.26</p>  <p>Focus book: The Extraordinary Gardener by Sam Boughton</p> <p>Literacy Tree outcome: Narrative inspired by the original text.</p> <p>Mon 2nd March 1pm JW SEND review</p> <p>St David's Day assembly</p> <p>Tues 3rd March 2pm BA-D SEND review</p> <p>Weds 4th March staff meeting</p> <p>World wildlife day assembly</p>	<p>PSHE: Jigsaw: Puzzle 4: Healthy Me: Piece 2: We like to move it, move it!</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices</p>	<p>PE Sports coach (MM) Dance</p> <p>Handwriting Warm up focus: One-armed robot letters r b n h m k p</p> <p>Revision of 'l' and 'r' families</p> <p>u, j, y</p> <p>Demonstrate good teeth brushing skills. Daily tooth brushing after lunch.</p>	<p>Speaking and listening skills: 1: Articulate their ideas and thoughts in well-formed sentences 2: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 3: Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Session 1 Look at the front cover once more. Who is the character? What is he doing? What does the picture tell us about him? What do you think he might do in the story? Children to draw the main character and then label the picture with words or captions. For example - He has a blue top. He has glasses. Look after the plants.</p> <p>Session 2 Look at the front cover. Show the children the image of the bird. What does the bird look like? What colours is he? Does he look happy or sad? What do you think that he is doing? Children to draw a picture of the bird and label it. For example - He has spots. He is black and blue.</p> <p>Session 3 Children to draw their dream garden. What would be in your garden? What might you see? Who might use your garden? What creatures might you find in your garden? Children to draw their dream garden and label it. For example - bugs, grass, plants, ants, plants in pots etc.</p>	<p>Little Wandle</p> <p>Review Phase 3: er air</p> <p>Secure spelling words with double letters longer words</p> <p>Review all tricky words taught so far Secure spelling</p>	<p>Mastering Number</p> <p>Week 17: Comparison</p> <p>Subitise arrangements of 6 and NOT 6 Order Number block images to 8 represent 8 as '5 and 3 more' Describe how to place the numbers 1 to 8 in order. Explain how to order quantities to 10 Reason about which numbers are 'more than' others Consolidate their understanding of 8 as '5 and 3 more' Notice when numbers are increased or decreased and explain their thinking.</p>	<p>Topic (Mon) Explore the role of a farmer (past and present) Work in small groups to programme Beetbots and code a pillar to travel in different directions to reach positions on a farm mat.</p> <p>Topic (Weds) Name and describe farm animals and their young Make animal footprints in the clay/dough Name and describe features of farm animals I can sing and take part in farm rhymes - 5 little ducks, farmer in his den, Old MacDonald. Explore textures to create muddy farm animals</p> <p>RE (Thurs) Special Times 2 Lesson 1 - Pesah (Passover) I know that Pesah (Passover) is the most important Jewish Festival. Tell the story of the escape from Egypt and crossing of the Red Sea using Godly play. Exodus 1114. This is a big story and will need to be told with sensitivity. Together with the follow up wondering it will take a whole lesson. There are many examples of this on YouTube, but you will need to adapt and shorten it for your very</p>	<p>Drawing Skills I can draw a simple face with features appropriately placed. Focus: Face outline and eye placement I can draw a circle for a face. I can draw two eyes.</p> <p>Music Kapow: Musical Stories: Lesson 2: Storytelling with actions</p> <p>Use tools to explore mark making to create textures for a farm scene setting e.g. fork and paints</p> <p>Make farm machines e.g. tractors Farm collages - explore different natural materials e.g. straw, twigs. Create textures using tools and equipment e.g. forks, sponges, printing with paints.</p>
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<p>Thurs 5th March World Book Day</p>							<p>young audience. We suggest you condense the plagues, dwelling on frogs and flies but not explicitly mention the death of the firstborn!</p> <p>Explore and create: UTW (Fri) Use gardening tools to roleplay Farmer jobs on the farm e.g. digging up weeds, planting seeds/bulbs Use tools to explore mark making to create textures for a farm scene setting e.g. fork and paints Different jobs in the community Make farm machines e.g. tractors Farm collages - explore different natural materials e.g. straw, twigs. Create textures using tools and equipment e.g. forks, sponges, printing with paints.</p>	
<p>Week 3 09.03.26</p>  <p>Focus book: The Extraordinary Gardener by Sam Boughton</p>	<p>PSHE: Jigsaw: Puzzle 4: Healthy Me: Piece 3: Food, Glorious Food!</p> <p>I know what the word 'healthy' means and that some foods are healthier than others.</p>	<p>PE Sports coach (MM) Dance</p> <p>Handwriting Warm up focus: One-armed robot letters r b n h m k p</p> <p>Revision of 'l' and 'r' families</p>	<p>Speaking and listening skills: 1: Articulate their ideas and thoughts in well-formed sentences 2: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Session 1 Look at session 2 from the Literacy Tree planning. Gather some objects from nature, either collected on the walk or things you have collected yourself. Acorns. Sycamore pods, twigs, leaves, bark that has fallen off a trunk and a clump of moss would all</p>	<p>Little Wandle Words with two or more digraphs</p> <p>Review all tricky words taught so far Secure spelling</p>	<p>Mastering Number Week 18: Composition</p> <p>Use skills of conceptual subitising to describe parts of a whole set Visualise arrangements and use gestures to</p>	<p>Topic lesson (Mon) Name and describe features of the creatures that live in a pond. Find out about the life cycle of a frog Sequence pictures to show growth Programme the Beebots to travel the pictures to a sequence of a life cycle</p> <p>Forest School (Weds)</p>	<p>Drawing Skills I can draw a simple face with features appropriately placed. Focus: Placing features in the correct order I can draw eyes, a nose and a mouth. I can put them in the right place.</p>

<p>Literacy Tree outcome: Narrative inspired by the original text.</p> <p>Mon 9th March International women's day</p> <p>Tues 10th March 1.15pm Spring term appraisal review</p> <p>Weds 11th March Whole school CPD</p> <p>Fri 13th March Mothers Day cards (pm)</p>		<p>r b n</p> <p>Demonstrate good teeth brushing skills. Daily tooth brushing after lunch.</p>	<p>3: Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>work well. Place each item in a feely bag and support the children to take turns in describing how each item feels. Can the children guess what each item is without peeking? Take each item out of its bag and model creating labels, placing a focus on the initial phoneme and any other phonemes that the children may know (focus on PGC's) for each of the items. Let the children have a go at writing their own labels. For example - twig, bark, pod, grass.</p> <p>Session 2</p> <p>Look at session 3 from the Literacy Tree unit. Read the title and tell the children that 'extraordinary' means quite unlike anything else; unusual. Tell the children that you think that the child on the cover is the gardener mentioned in the title. Ask the children what they think will be extraordinary about him? They might say that children can't do gardening but they may also identify that the bird on the cover (and even the flowers) look unusual. Share the text from the beginning up to Every day, Joe longed for</p>		<p>describe the numbers within a whole set. Investigate ways of making 7 with two parts Use their fingers to make and describe 7 as '5 and 2 more'. Notice when towers are made of 7 or NOT 7 interlocking cubes Work out the missing part of 7 using the '5 and a bit' structure. See that 7 can be composed in different ways Explain their understanding of the composition of 7.</p>	<p>Water Week I can explore water properties I can use descriptive vocabulary Where do we find water outside? Practise different water movements. Water transport challenge. Transport water from one container to another in small groups. Sink or float experiment</p> <p>Explore and Create: UTW (Fri) Learn the names of the seasons of the year Find out about different types of weather Explore what clothes we need to wear for different weather conditions</p>	<p>Music Kapow: Musical Stories: Lesson 3: Using instruments to represent actions</p>
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<p>Week 4 16.03.26</p>  <p>Focus book: The Extraordinary Gardener by Sam Boughton</p>	<p>PSHE: Jigsaw: Puzzle 4: Healthy Me: Piece 4: Sweet Dreams</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p>	<p>PE Sports coach (MM) Dance</p> <p>Handwriting Warm up focus: One-armed robot letters r b n h m k p</p> <p>Revision of 'l' and 'r' families</p>	<p>Speaking and listening skills:</p> <p>1: Articulate their ideas and thoughts in well-formed sentences</p> <p>2: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Session 1</p> <p>Look at session 5 from the Literacy Tree unit. Children to receive a letter back from Joe explaining that the children gave Joe a good idea. Show the children an apple that is cut in half and show them the seeds. Talk about the apple and what ideas this may have given him.</p>	<p>Little Wandle</p> <p>Longer words ending in -ing compound words</p> <p>Review all tricky words taught so far Secure spelling</p>	<p>Mastering Number</p> <p>Week 19: Composition</p> <p>Practise identifying when 2 sets are equal in number. Identify when a double is shown and explain why.</p>	<p>Topic lesson (Mon)</p> <p>Find out about the role of pirates in the past Explore the Caribbean culture related to pirates. Share stories with a Caribbean theme. Dress up as pirates and role play jobs that the pirates can do on the pirate ship e.g. scrub the deck, walk the plank.</p>	<p>Drawing Skills</p> <p>I can draw a simple face with features appropriately placed.</p> <p>Focus: Extending details properly I can add ears and hair. I can put ears at the side.</p> <p>Music</p>

<p>Literacy Tree outcome: Narrative inspired by the original text.</p> <p>Mon 16th March Parents Day</p> <p>Tues 17th March St Patrick's Day</p> <p>Weds 18th March 9am Whole School assembly - Global recycling Day</p> <p>3.45pm Compass Meeting at Eastover - Moderation Maths</p> <p>Thurs 19th March 9.30- 4.30 Team Teach Level 1 Training at Fiveways School</p> <p>Fri 20th March Comic Relief</p>		<p>h m k p</p> <p>Demonstrate good teeth brushing skills. Daily tooth brushing after lunch.</p>	<p>3: Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Revisit the text and reading from the beginning for a second time, continue on from Then one night, while he was reading his favourite book, an idea began to grow ... and read up to and quietly waited... Talk to the children about the steps that Joe took to plant his apple seeds. Show children images from the books and discuss the steps further. Children to stick a photo from the story in their books and then write words or a sentence to describe the picture. For example - tip, dig, pop, pat. Or the children could write a sentence. For example - Tip the compost in the pot. Pop a seed in. Pat it.</p> <p>Session 2</p> <p>Look at session 6 from the Literacy Tree unit. Read the whole story to the children. Print out images from the story. Sequence the main events in the story. Children to orally rehearse the story events using the pictures. Model writing captions and sentences about the key pictures. Cut up the sentences for the children to put back in</p>		<p>Identify when a double is shown and explain why Say what the whole is when there are 2 equal parts. Say what the whole is when there are 2 equal parts Use objects to make doubles patterns and describe what they can see Show doubles patterns on their fingers in response to being given the whole Use positional language to describe spatial arrangements of objects Visualise doubles patterns to 5 and 5.</p>	<p>Topic lesson (Weds) Work as a team to construct a model e.g. pirate ship using different construction equipment and junk modelling boxes Make treasure maps Make a pirate flag - skull and crossbones</p> <p>RE (Thurs) Special Times 2 Lesson 2 - Pesah (Passover) I know that Pesah (Passover) is the most important Jewish Festival.</p> <p>Lesson 2: Box of matzah (big crackers made without yeast). It will soon be Pesah when no leaven (things made with yeast) can be in the house. Would the children want to try a bit? Watch BBC video about Passover https://www.bbc.co.uk/programmes/p02n2kt9</p> <p>Explore and Create: UTW (Fri) Cosmic yoga Play action games negotiating space, demonstrating strength, balance and co-ordination when playing Art inspired by Jackson Pollock</p>	<p>Kapow: Musical Stories: Lesson 4: Musical story composition</p>
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				<p>order and stick in their books.</p> <p>Session 3</p> <p>Look at session 7 from the Literacy Tree unit. Display the title of the book: The Extraordinary Gardener. Discuss other roles that the children could be extraordinary at e.g. nurse, vet, farmer etc.</p> <p>Children to role-play using props that 'go' with the job. Provide the children with scenarios to support their role-play such as a hamster who has a sore paw or a human who is poorly. What might an extraordinary (vet/nurse etc) do? Take photos of the children playing as these will be useful for planning their own stories in the next session.</p>				
<p>Week 5 23.03.26</p>  <p>Assessment Week Fantastic Finishers</p>	<p>PSHE: Jigsaw: Puzzle 4: Healthy Me: Piece 5: Keeping Clean I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p>	<p>PE Sports coach (MM) Dance</p> <p>Handwriting Warm up focus: One-armed robot letters r b n h m k p</p> <p>Target individual needs</p> <p>Demonstrate good teeth</p>	<p>Speaking and listening skills: 1: Articulate their ideas and thoughts in well-formed sentences 2: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 3: Make comments about what they have heard and ask</p>	<p>Session 1</p> <p>Look at session 8 from the Literacy Tree unit. Revisit session 6 where you pared the story down to just key events using illustrations and use this method, and the ideas generated through play in session 7, to plan a new story about someone extraordinary, inspired by The Extraordinary Gardener and with themes of kindness and spreading joy.</p>	<p>Little Wandle</p> <p>Longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p> <p>Review all tricky words taught so far Secure spelling</p>	<p>Mastering Number</p> <p>Week 20: Composition</p> <p>Say what the whole is when there are 2 equal parts Recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.)</p>	<p>Fantastic Finishers (across the whole week)</p> <ol style="list-style-type: none"> Create a list of jobs for a farmer Pack a suitcase for a summer holiday. Pack a suitcase for a winter holiday Create a diagram showing the lifecycle of a frog Circle the piece of Art that was created by 	<p>Drawing Skills I can draw a simple face with features appropriately placed. Focus: Changing the mouth shape I can change the mouth to show feelings</p> <p>Music Kapow: Musical Stories: Lesson 5: Musical story performance</p>

brushing skills.
Daily tooth
brushing after
lunch.

questions to clarify
their understanding.

Look at session 9 from
the teaching unit.
Assessment writing -
Children to write 1-2
sentences about their
extraordinary person. For
example - A man called
Bob was a vet. He looked
after dogs and cats.

Session 2

Look at session 9 from
the teaching unit.
Assessment writing -
Children to write the
next 1-2 sentences about
their extraordinary
person. For example - He
wanted to look after a
pet from a zoo. The next
day he met a lion.

Session 3

Look at session 9 from
the teaching unit.
Assessment writing -
Children to write the final
two 1-2 sentences about
their extraordinary
person. For example - He
made him better with a
plaster. He was happy and
kind.

Sort objects
according to
attributes
described by an
adult.

Say what the whole
is when there are 2
equal parts
Describe
attributes that
they notice for a
group of objects
Sort and re-sort
objects according
to their own
attributes.

Say what the whole
is when there are 2
equal parts
Describe
attributes of
the Numberblocks
Sort
the Numberblocks
using the criteria
'odd blocks' or
'even tops'.
Say what the whole
is when there are 2
equal parts
Describe
attributes of
the Number blocks
Investigate
patterns of
doubles.

Assessment Week
activities x2 adult
led activities. Focus
on Mastering
number content
from this half term
plus any gaps that


Jackson Pollock.
Create Art
inspired by
Jackson Pollock

Forest School (Weds)

Sensory Trail

I can explore natural
materials using senses
I can describe textures,
smells and sounds.

Sound hunt
Create and explore a
sensory trail
Explore the trail

						need filling from the assessment folders		
<p>Week 6 30.03.26</p> <p>Theme Week: Easter</p>  <p>Mon 30th March World Autism awareness day wear something blue</p> <p>Weds 1st April parent crafting, bonnet parade</p> <p>Easter disco</p> <p>Thurs 2nd April Last day of term</p> <p>Church assembly</p>	<p>PSHE: Jigsaw: Puzzle 4: Healthy Me: Piece 6: Stranger Danger</p> <p>I know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>PE Sports coach (MM) Dance</p> <p>Handwriting Warm up focus: One-armed robot letters r b n h m k p</p> <p>Target individual needs</p> <p>Demonstrate good teeth brushing skills. Daily tooth brushing after lunch.</p>	<p>Speaking and listening skills: 1: Articulate their ideas and thoughts in well-formed sentences 2: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 3: Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Easter themed writing. CVC words, writing sentences.</p> <p>Writing inside Easter cards.</p> <p>Writing lists for the Easter bunny</p> <p>Writing letters to the Easter bunny</p>	<p>Little Wandle Assessment Week - Little Wandle assessments</p>	<p>White Rose Teen Numbers</p> <p>Orally count to 20 and beyond Recognise numbers 1-20</p>	<p>RE Special Times 2 Lesson 3 - Easter I know what Easter is and why it is the most important festival for Christians</p> <p>Ask the pupils what do we know about Easter? They may talk about Easter eggs and bunnies. Easter is a very special time for Christians. Let's find out why.</p> <p>CELEBRATE: Make an Easter Garden. Tell the Easter story as you make an Easter Garden as in this video. Alternatively, you may wish to first watch the video together with the children and then reinforce the telling of the story as you make the Easter Garden together. https://request.org.uk/teachers/teaching-resources/2017/04/06/ma-king-an-easter-garden/ The narrator draws out why this story is so important to Christians. Although it is too soon at this early stage to expect all pupils to meet this as a KS1 assessment objective, it is worth seeking to lay a</p>	<p>Drawing Skills I can draw a simple face with features appropriately placed. Focus: Independent application I can draw a simple face. I can put features in the right place. I can add extra details.</p> <p>SING: There are many fun Christian songs about Easter to choose from, although they can be confessional. One two three. https://www.youtube.com/watch?v=MIf9jv4pVTM&t=3s God's not Dead (Junior Praise 60). This video shows one version. https://www.youtube.com/watch?v=WkwJLwwOGIA</p>

foundation by mentioning it. (KS1 assessment objective - Christians believe that because Jesus died on the cross they can be forgiven by God. Christians believe that Jesus rose from the dead, giving hope of new life).

ACTIVITIES: Make a paper cross (folded like a palm cross given to children on Palm Sunday) <https://request.org.uk/teachers/teaching-resources/festivals-festival/2013/08/20/how-to-make-a-palm-cross/> Eat (make?) hot cross buns and talk about what it means. The cake marks the end of Lent (when people did not eat rich food) and different parts of the hot cross bun have a certain meaning. The cross shows Jesus death on the cross, and the spices remind us of the spices used to embalm him at his burial. Sing "Hot Cross Buns" <https://www.youtube.com/watch?v=GVPB671FZ1K>

EASTER HOLIDAY: 03/04/26 - 17/04/26