

Prime Areas

Specific Areas

WHOLE SCHOOL TOPIC: Power of words



<p>Week / Big Book</p>	<p>PSED</p>	<p>Physical Development</p>	<p>Communication & Language</p> <p>Year 1 targets: Converse with peers asking and answering questions. Add description to words and use within sentences. Order events using appropriate language</p> <p>EYFS targets: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Literacy</p>	<p>Letters & Sounds</p>	<p>Mathematics</p>	<p>Understanding the world TOPIC QUESTION: How do plants grow?</p>	<p>Expres sive Arts & Design</p>
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Week 1
23rd - 27th Feb 2026

The Naughty Bus

PSHE Jigsaw

Puzzle 4:
Healthy Me
Piece 1:
Everybody's Body!
Intention:
I understand that
I need to exercise
to keep my body
healthy.

PE Multi-skills activities

Handwriting:
Reception Spring 2
Year 1: ai ee igh oa

Drawing skills: draw a basic tree

EMW:Letter formation: Ongoing practise of writing letter shapes for children's names. Practise curly caterpillar letters: c a o d s g q e f



Offer explanations for how people maintain their gardens. Discuss how gardens are similar/ different within the community.

Ask questions they would like to find out about gardens.

Make comments when discussing artist works. How is the work unique?

Session 1 on Literacy
Tree - WOW
Reading the text:
Before reading, wrap a toy bus up in purple paper like the first picture within the book. Ask children to guess what this could be. Open the bus and tell children that this present could be the start of an adventure. Take responses from questions such as - Who has seen a bus like this before? Have you been on one? Where? What did you see out of the window? What job do buses have? Why are they so important? Where do you see them? What bus numbers do you know? Where do they go? Where would like to go on a bus? Where do you like to sit on a bus?

Sing 'The Wheels on the Bus' to reinforce vocabulary around buses. Set up a bus stop in the role play area with a bus stop sign, seats under a shelter (if possible), 'bus stop' signage on the floor. Other

Reception
Little Wandle Phase 4
Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear

Review all Tricky words taught so far.

Year 1:
Little Wandle Year 1 Autumn 2
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn their people oh your

Reception Mastering Number

Practise counting aloud.
Revisit the principles of counting.
Use generalised statements to describe the '5 and a bit' composition of the numbers 6-8.
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.

Year 1:
Number: place value to 50.
Count forwards from 0 to 50.
Count backwards from any given number from 50.
Read numbers in numerals to 50.
Write numbers in numerals to 50.

WOW starter - How do plants grow - intro to topic, mind map on large paper. Explain how the naughty bus has visited a garden. Explore a gardener's role and children to use small world to represent this role. Look at different pictures of a garden and allotments in the community.

Fruit tasting - explore senses
Year 1 science
Name each body part associated with each sense
Compare different textures, sounds and smells

E-safety:
Technology: E -Safety session: Active Bytes. Building Healthy Habits. How can we be safe online when using different types of technology? Reinforce the children's awareness from previous term
Technology (Computing): Use the chromebooks to research different types of buses (related to our story) and draw pictures of these.

Computing:

Music
Kapow
Transport
+
Lesson 1:
Exploring Different Types of Transport.

				<p>elements could include timetables, coins, bags, umbrellas, bus driver uniforms etc</p> <p>Draw the bus. Create labels for an image of a bus: these could be using any graphemes the children know to write e.g. door wheels windows driver Labels could also be used for the role play area: bus stop, shelter etc.</p>		<p>Recognise two-digit numbers as tens and ones EG. $32 = 30 + 2$</p> <p>Concrete/ Pictorially/ Abstract.</p> <p>Small steps Count from 20 to 50 20, 30, 40 and 50</p>	<p>Beebots moving around garden.</p> <p>RE- How have I changed? Key Question: What can I do now that I couldn't do before? Key Question: Does everyone change and grow in the same way?</p>	
<p>Week 2 2nd - 6th March 2026</p> <p>The Naughty Bus</p> <p>Monday 2nd March - St Davids day - assembly Wednesday 4th March- World Wildlife Day- Whole school assembly. Thursday 5th March - World Book day</p>	<p>PSHE Jigsaw Puzzle 4: Healthy Me Piece 2: We like to move it, move it! Intention: I know which foods are healthy and not so healthy and can make healthy eating choices.</p>	<p>PE CH Multi-skills activities</p> <p>Handwriting: Reception Spring 2 Year 1: oo o oar or</p> <p>Drawing skills: draw a basic flower</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise long legged giraffe letters l i t u j y</p> <p>Tricky word threading pasta</p>	<p>Discuss why each part of the plant is important, discussing structure of a plant.</p> <p>Ask questions about minibeasts and their habitat and talk about why things might happen in relationship to this.</p> <p>Why do plants not survive?</p>	<p>Children to think about somewhere the bus might stop. What might they see? Where might they visit? Draw and label the place they visit.</p> <p>Who might we see on the bus? Children to draw a passenger and write words to describe them e.g. tall, kind.</p> <p>Draw a map for the bus to follow. Label the places e.g. town, street, road, tree.</p>	<p>Reception Little Wandle Phase 4 Review Phase 3: er air words with double letters longer words</p> <p>Review all Tricky words taught so far</p> <p>Year 1: Little Wandle Year 1 Autumn 2 /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he. Mr Mrs Ms ask*</p>	<p>Reception: Mastering Number Comparison Subitise arrangements of 6 and NOT 6. Order Numberblock 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</p>	<p>science Bertie has visited a garden centre and wants to plant some seeds. Talk about different seeds. Return to the topic question 'how do plants grow?' Show seeds linked to vegetables/fruit. Look at different seeds and talk about how they grow and talk about the lifecycle. Discuss weather needed for plant growth Plant sunflowers observe growth over term, making observational drawing to represent plant lifecycle Year 1 science Name a variety of wild and garden plants Name the parts of a flower (e.g. flowers,</p>	<p>Music Kapow Transport Lesson 2: Trains</p> <p>Online 2D shape garden pictures</p> <p>Outdoor garden centre role play.</p> <p>Art Discuss what a self-portrait is and children</p>



increased or decreased and explain their thinking.

Year 1: Number: Place Value to 50

Count forwards from 0 to 50.

Count backwards from any given number from 50.

Read numbers in numerals to 50.

Write numbers in numerals to 50.

Recognise two-digit numbers as tens and ones EG. $32 = 30 + 2$

Identify and represent numbers, including using number lines to 50.

Concrete/
Pictorially/
Abstract.

Use the language of 'equal to', 'more than', 'less than', 'fewer', 'most', 'least' securely.

Identify 1 more and 1 less than a given number to 50.

Small steps


Count by making groups of ten and ones

blossom, petals, fruit, roots, bulb, seed, stem)
Describe the structure of a flower

Show children the process of water transferring up the stem to the petals using food colouring.

Forest School CH
Signs of Spring:
How do we look after our gardens? How do we plant seeds and transplant plants?
Talk about role of gardener. Explain children are going to do de-weed the forest school planters and plant seeds. (vegetable seeds)

to use drawing skill techniques to make self-portrait

<p>Week 3 9th -13th March 2026</p> <p>The Naughty Bus</p> <p>Monday 9th March - International women's day- assembly Friday 13th March- Mothering Sunday - cards in the afternoon</p>	<p>PSHE Jigsaw Puzzle 4: Healthy Me Piece 3: Food, Glorious Food Intention: I know what the word 'healthy' means and that some foods are healthier than others.</p>	<p>PE CH Multi-skills activities</p> <p>Handwriting: Reception Year 1: ur ow oi ear</p> <p>Drawing skills: draw a simple face</p>  <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise one armed robots letters b m n r p h</p>	<p>Offer explanations on why we have fruit and vegetables and why they have a particular origin.</p> <p>Ask partner questions to guess their fruit.</p> <p>Ask questions to find out more about food origins, talking about a particular fruit/ vegetable of interest.</p> <p>Discussing decay - what does it look like, what has happened and why it has happened.</p>	<p>Look at session 2 from the Literacy Tree unit mixed planning suggestions. Talk about buses and tell the children they will write one piece of information about buses for a class book. Provide each child with an image of a bus to create simple captions for. These could be scribed onto a sentence strip and then chopped up for children to reorder e.g. the bus has four big wheels. Children to then write one thing about the bus e.g. a bus has four wheels. It is red and big.</p> <p>Re-read the story so far. Session 3 on Literacy Tree unit mixed planning suggestions. Share the story up to 'When I'm full up'. Orally rehearse giving commands to Naughty Bus. Children can stand up and point their fingers as if they are telling Naughty Bus off! TA to scribe children's sentences. Children record</p>	<p>Little Wandle Phase 4 Words with two or more digraphs.</p> <p>Review all Tricky words taught so far.</p> <p>Year 1: Little Wandle Year 1 Autumn 2 /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute could would should our</p>	<p>Reception:Mastering Number Composition Use skills of conceptual subitising to describe parts of a whole set. Visualise arrangements and use gestures to 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.</p> <p>Work out the missing part of 7 using the '5 and a bit' structure.</p> <p>See that 7 can be composed in different ways.</p> <p>Explain their understanding of the composition of 7.</p> <p>Year 1: Number: Place Value to 50 Count forwards from 0 to 50.</p>	<p>Science Vegetable feely bag activity- using senses and vocabulary to describe vegetables. Introduce the vegetable names and new vocabulary too. Look at fruit and vegetable plants- Discuss where fruit and vegetables grow on different parts of the plant- above and under the ground. <i>Year 1 science</i> <i>Name a variety of wild and garden plants</i> <i>Name the parts of a flower (e.g. flowers, blossom, petals, fruit, roots, bulb, seed, stem)</i> <i>Describe the structure of a flower</i></p> <p>Outdoor learning WALT: Can I draw what I see? Make an observational drawing of a plant outside. Discuss meaning of observational.</p>	<p>Music Kapow Transpor t Lesson 3: Boats</p> <p>Vegetabl e printing (leave veg for decay observati on)</p> <p>Use computer programm e to make vegetable picture</p> <p>Art: Look at the artist Guiseppe Arcimbol do and explore vegetable self- portraits</p> <p>Use different Art mediums to make a self- portrait in continuou</p>
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				<p>command sentences: Slow down! Drive safely.</p> <p>Session 4 on Literacy Tree unit mixed planning suggestions. Read to the end of the story. Children to use a phoneme frame to record the words that fall out of the book, using graphemes that are familiar to them. Allow phonically plausible attempts where these are appropriate, e.g. play, wait, again, This will phonetically plausible.</p>		<p>Count backwards from any given number from 50. Read numbers in numerals to 50. Write numbers in numerals to 50. Recognise two-digit numbers as tens and ones EG. 32= 30+2 Identify and represent numbers, including using number lines to 50. Concrete/ Pictorially/ Abstract. Use the language of 'equal to', 'more than', 'less than', 'fewer', 'most', 'least' securely. Identify 1 more and 1 less than a given number to 50. Small steps Step 5 Partition into tens and ones Step 6 The number line to 50</p>		s provision
<p>Week 4 16th - 20th March 2026</p> <p>The Naughty Bus</p> <p>Tuesday 17th March - St Patrick's day - assembly</p>	<p>PSHE Jigsaw Puzzle 4: Healthy Me Piece 4: Sweet Dreams</p> <p>Intention: I know how to help myself go to sleep</p>	<p>PE CH Multi-skills activities</p> <p>Handwriting: Reception Spring 2 Year 1: air er</p> <p>Drawing skills: drawing a simple person</p>	<p>Offer explanations about story structure.</p> <p>Participate in story group discussions about garden communities and different types of</p>	<p>Session 5 on Literacy Tree unit mixed planning suggestions. Sequence six key images from the text and place on a washing line. Let children tell the story orally and</p>	<p>Little Wandle Phase 4 longer words words ending in -ing compound words</p>	<p>Reception: Mastering Number Composition Practise identifying when 2 sets are equal in number.</p>	<p>Geography/ cultural awareness Exploring the origins of food, looking at map to find these counties our food comes from. Comparing gardens in the community and</p>	<p>Music Kapow Transpor + Lesson 4: Cars Learn healthy</p>

<p>Friday 20th - Comic Relief - Fundraising - Donations - probably wear red to school or spotty - see what theme they have.</p>	<p>and understand why sleep is good for me.</p>	<p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise one armed robots letters b m n r p h</p>	<p>flowers during the summer season.</p> <p>Discuss why we need to eat healthy.</p> <p>Ask questions to find about more about decay.</p> <p>Use new vocabulary during decaying vegetables observational drawing.</p>	<p>practise using words with 'ay' phonemes from the previous lesson.</p> <p>Session 7 on Literacy Tree unit mixed planning suggestions. Have a range of small world toys available for children to continue re-telling the story of Naughty Bus on their own or in small groups.</p> <p>Encourage children to think beyond the book and into the classroom. What else could Naughty Bus have got up to in our classroom.</p> <p>Children to record key words and phrases for where the bus visited e.g. he went to space, he went to bed, he went for a wash.</p> <p>Session 8 on Literacy Tree unit mixed planning suggestions. Adult to take the bus around the school and take photos of the bus doing naughty things e.g. rubbish on the bench, run in class, knock down toys.</p>	<p>Review all Tricky words taught so far.</p> <p>Year 1: Little Wandle Year 1 Autumn 2</p> <p>ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw h ouse mouse water want</p>	<p>Identify when a double is shown and explain why.</p> <p>Say what the whole is when there are 2 equal parts.</p> <p>Use objects to make doubles patterns and describe what they can see.</p> <p>Show doubles patterns on their fingers in response to being given the whole.</p> <p>Use positional language to describe spatial arrangements of objects.</p> <p>Visualise doubles patterns to 5 and 5.</p> <p><u>Year 1: Number: Place Value to 50</u></p> <p>Count forwards from 0 to 50.</p> <p>Count backwards from any given number from 50.</p> <p>Read numbers in numerals to 50.</p> <p>Write numbers in numerals to 50.</p> <p>Recognise two-digit numbers as tens and ones EG. 32= 30+2</p> <p>Identify and represent numbers, including using number lines to 50.</p>	<p>around the world (Bertie bear)</p> <p>Geography Where can a bus go? Linking to 4 countries of UK - capital cities and the surrounding sea and compass directions.</p> <p>To cover Year 1 geography area</p> <p>Observe decay from vegetables</p> <p>RE: Week 3 WALT: Listen carefully to the Salvation (Easter) story. Share our thoughts about the Salvation (Easter) story we have listened to Key Question: What does the Bible tell us about the Easter story? Key Question: What questions or thoughts do you have about the Easter story? Key Question: How did Jesus show his love to the world in this story?</p> <p><i>Forest school: Water week...</i></p>	<p>living poems/songs and perform these. Videoing these.</p>
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				Children to write a sentence to say one thing the bus did.		Concrete/ Pictorially/ Abstract. Use the language of 'equal to', 'more than', 'less than', 'fewer', 'most', 'least' securely. Identify 1 more and 1 less than a given number to 50. Small steps: Estimate on a number line to 50 Step 8 1 more, 1 less		
<p>Week 5 23rd - 27th March 2026</p> <p>ASSESSMENT WEEK</p> <p>The Naughty Bus</p>	<p>PSHE Jigsaw Puzzle 4: Healthy Me Piece 5: Keeping Clean</p> <p>Intention: 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 CH Multi-skills activities</p> <p>Handwriting: Reception Spring 2 Year 1: address needs</p> <p>Drawing skills: draw a basic house</p> <p>Healthy living including oral health</p> <p>Letter formation: Ongoing practise of zigzag letters Practise x v w z</p>	<p>Offer explanations to explain why they have included the things they have in their garden.</p> <p>Ask their peer questions to gather more information about their peers garden.</p>	<p>Children to work in groups to sequence four photos of the naughty things that the bus did in the story. Children to cut and stick photos in order. This will be used for their writing tomorrow to help them to sequence their sentences.</p> <p>Session 10 on Literacy Tree mixed planning suggestions. Assessment writing - Children to write 1-2 sentences using their sequenced pictures from the previous day e.g. Naughty bus splashed water.</p>	<p>Little Wandle Phase 4 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.</p> <p>Year 1: Little Wandle Year 1 Autumn 2</p> <p>Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p>Reception: Mastering Number Composition 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.) Sort objects according to attributes described by an adult. Describe attributes that they notice for a group of objects. Sort and re-sort objects according to their own attributes.</p>	<p>What is a garden? Creating mini gardens - using natural materials in cardboard/foil boxes. Children to think about grass, making shed, vegetable patch, bench, stepping stones.</p> <p>History: Look at past and present photographs/pictures of vehicles, including 'Buses'. Compare and look at the differences</p> <p>Forest School CH WALT:- Can we create a mini garden?</p> <p>RE: WALT: Talk about what we have remembered of the</p>	<p>Music Kapow Transport Lesson 5: Transport Journey</p>

				<p>Books fell on the carpet.</p> <p>Session 10 on Literacy Tree mixed planning suggestions. Assessment writing - Children to write 1-2 sentences using their sequenced pictures from the first session this week e.g. Naughty bus made a mess. He went to sleep.</p>		<p>Describe attributes of the Numberblocks. Sort the Numberblocks using the criteria 'odd blocks' or 'even tops'. Investigate patterns of doubles.</p> <p>Year 1: Mass and Volume Small steps; Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity</p>	<p>Salvation (Easter) story. Work together with an adult and my peers to sequence the Salvation (Easter) story. Key Question: Can you remember what happened in the Salvation (Easter) story?</p>	
<p>Week 6 30th March - 3rd April 2026</p> <p>The Naughty Bus</p> <p>Monday 30th March - World Autism Day- Assembly and wearing blue. Wednesday 1st April - Thursday 2nd April - Easter theme days Wednesday 1st April - Easter Disco Thursday 2nd April AM- Easter Church assembly Weds pm - Easter crafting with</p>	<p>PSHE Jigsaw</p> <p>Puzzle 4: Healthy Me Piece 6: Stranger Danger Intention: I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>PE CH Multi-skills activities</p> <p>Handwriting: Reception Spring 2 Year 1: target needs</p> <p>Drawing skills: Draw an animal using shapes</p> <p>Letter formation: Ongoing practise of zigzag letters Practise x v w z</p>	<p>Talk to the children about the seasons and what seasons are needed for different plants to grow.</p> <p>Model an explanation to the children why Christians believe in Easter. This can be used in their role play area to recreate.</p>	<p>Spring poetry.</p> <p>Drawing and labelling spring pictures.</p> <p>Reading Spring non-fiction texts.</p>	<p>Little Wandle assessment checks</p> <p>Review planning</p>	<p>Mastering Number Recognise numbers 1-20</p> <p>Year 1: Assessment</p>	<p>RE: Key Question: Who are Christians? Key Question: What do Christians believe about Easter? Key Question: How do Christians celebrate Easter?</p> <p>Forest school: Natural easter egg/ easter egg hunt in the forest school area.</p> <p>Forest school: Easter themed sensory trail</p>	<p>Music Listen to spring music</p> <p>Easter basket crafts.</p> <p>Easter egg colouring.</p>

parents and then
Bonnet parade



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