



**Spring A – January 2026**

Whole school theme: **The Power of Words**

Literacy Tree Texts: Rosie Revere Engineer / Iggy Peck Architect

**“How do you get there?”**

Activities and groups adapted as necessary following on going formative assessments.

Week	Literacy see separate planning	Mathematics see separate planning	Science History Geography Computing	Art DT Music	RE PSHE	PE
<b>Week 1</b>  5 <sup>th</sup> – 9 <sup>th</sup> January 2025	<p align="center"><b>Theme Week – The Power of Words</b></p> <p align="center">See weekly planning for detail</p> <p align="center">Monday - Words Have Power!</p> <p align="center">Tuesday - Magical Words All Around Us</p> <p align="center">Wednesday - Words That Make Us Feel</p> <p align="center">Thursday - Words Tell Stories</p> <p align="center">Friday - Word Wizards Celebration Day</p>					<p align="center"><b>PE (Inspired Sports)</b></p> <p align="center">See separate planning</p>
<b>Week 2</b>  12 <sup>th</sup> – 16 <sup>th</sup> January 2025	Literacy Tree Text 1 Iggy Peck Architect (Week 1)	Multiplication and Division (Week 1)	<p><b>Literacy – WOW Starter</b></p> <p>WALT listen to and discuss our new book</p> <p>Welcome to Iggy Peck's Architecture Academy! Have a sign on the IWB, 'Welcome to Iggy Peck's Architecture Academy!' If possible, have some toy tools, rulers, graph/squared paper and books/leaflets about buildings around the classroom. Perhaps have a doll's house on display also if possible. Ask children, what is an architect? Explain that architects are people who design/draw new building before they are built. Every building that has ever been built has had to be drawn and designed first. Can the children name any famous buildings? The architect must also think about the materials used, the measurements and help the builders build the building. Book talk: Introduce children to the book Iggy Peck Architect. What is Iggy doing on the front cover? What kinds of buildings can children see on the front and back covers and what are they made from? Which ones look old and which ones look new? What do children think might happen in this story? Begin reading the text up to the end of the line, 'That's disgusting and nasty! It stinks!'</p> <p><b>Science – Wow Starter</b></p> <p>WALT identify suitability of everyday materials.</p> <p>WALT compare suitability of everyday materials.</p>	<p><b>Music</b></p> <p>WALT explore and analyse a piece of music.</p> <p>Kapow unit: Instruments (Musical storytelling)</p> <p>Kapow session 1: Listening for dynamics and tempo</p> <p><b>See separate planning.</b></p> <p><b>Art – WOW Starter</b></p> <p>WALT name the artist Banksy and the style of artwork he is famous for.</p> <p>WALT create our own artwork in the style of Banksy.</p> <p>Discuss different modern forms of art including Graffiti Art. Explain Graffiti Art can often be found on bridges. Look at a variety of Graffiti art on the IWB. Discuss Banksy. Explain he creates pictures on different surfaces including on buildings &amp; houses. Tell children he sometimes</p>	<p><b>PSHE</b></p> <p>WALT choose a realistic goal and think about how to achieve it.</p> <p>Jigsaw Puzzle 3 – Dreams and Goals</p> <p>Piece 1 – Goals to Success.</p> <p><b>See separate Jigsaw planning</b></p> <p><b>RE – Christianity &amp; Salvation</b></p> <p>WALT know why the Bible is special to Christians.</p> <p>WALT understand what the Bible tells Christians about their faith.</p> <p>Show different books from book box. Talk about differences in the books, what are they about? Are they fiction or non-fiction? Show the children a Bible. Ask children What is similar? What is different? Why is the Bible so important? Discuss children's ideas. Watch this video about the Bible at the</p>	<p align="center"><b>Forest Rangers</b></p> <p align="center">Stick Week</p> <p align="center"><b>Build a den</b></p> <p align="center"><b>PE (Inspired Sports)</b></p> <p align="center">See separate planning</p>

			<p>WALT compare suitability of everyday materials in different environments.                  Identify which materials would be suitable to make a bridge. Children compare different materials to find out which ones would be suitable to build bridges. E.g., Why would bricks work well? Why would paper not be suitable for bridge building? Discuss other uses for materials. What else could bricks be used for?                  Talk about which different materials could be used to make bridges e.g., wooden bridges /metal bridges / concrete/ brick bridges. Children to find out how the shape of materials can change when weight is added to the bridge (squashing, bending, twisting, bouncing).</p> <p><b>Science – Materials</b>                  WALT compare uses of everyday materials in different environments.                  WALT identify different uses of the same materials.                  In groups children investigate and test different materials they could use to create a waterproof jacket. Children test different materials such as: fabric, paper, tinfoil, plastic &amp; rubber in a water tray to find out if they are waterproof. Children make predictions about each material before they are tested and observations when tested. Record answers on a basic table. Discuss if tinfoil has all the properties needed to make a waterproof coat. Establish although waterproof, it can easily be broken up/ ripped. Think about which material might be the most fit for purpose.</p> <p><b>Computing – Active Bytes</b>                  WALT understand that not everyone is who they say they are online.                  WALT explain why we need to keep passwords and personal information private.                  WALT tell a trusted adult when something worrying or unexpected happens when using a device.                  Spring Term A – I am safe and secure                  Relationships and Privacy.  <b>See elim planning</b></p>	<p>incorporates different objects such as a skip into his pictures. Explain art on buildings or houses is called Urban art &amp; Banksy is an artist whose work originated in Bristol which is a city in the South West. Children to look at examples of his work. They create stencils and graffiti in the style of Banksy.</p>	<p>library:  <a href="https://request.org.uk/resource/restart/2015/01/21/the-bible-3/">https://request.org.uk/resource/restart/2015/01/21/the-bible-3/</a>                  Ask children, what is the Bible? Why do Christians read the bible? How do Christians decide on what is right or wrong? Children draw the front cover of the Bible. What might it look like? Do all Bibles look the same? Why not? Children write sentences about why they think the Bible is special to Christians.</p>	
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<p><b>Week 3</b> 19<sup>th</sup> – 23<sup>rd</sup> January 2025</p>	<p>Literacy Tree Text 1 Iggy Peck Architect (Week 2)</p> <p><b>Writing Assessment 1</b></p>	<p>Multiplication and Division (Week 2)</p>	<p><b>Science - Materials</b> WALT understand how solid objects can be manipulated. WALT understand that the same objects can be made with different materials WALT compare suitability of everyday objects. Explore how paper can be changed by folding and shaping it to make paper aeroplanes. Children to have different types of paper and card and other materials e.g. a sheet of felt to make the same style of aeroplane, helping them see that the same object can be made from different materials. Support children to make predictions about which materials may work best and why, comparing everyday materials and beginning to use simple science language. Children test their ideas by seeing how far they can fly their aeroplanes in groups. Discuss what they notice.</p> <p><b>Geography – River Parrett</b> WALT name the river in our town – The River Parrett. WALT use map making skills to draw a basic map of Bridgwater and the River Parrett. Explore images of the River Parrett. Do the children recognise it? Locate where it starts (Dorset) and where it ends (Burnham on Sea). Show the children a picture of a map to locate it and see how big it is. Research facts e.g. how long it is, how wide, what it is used for. Children to draw a basic map of the River Parrett through Bridgwater, adding some key / familiar landmarks along the route.</p> <p><b>History - Isambard Kingdom Brunel</b> WALT recall information about Isambard Kingdom Brunel and what he is known for. WALT compare bridges from the past to modern bridges. On IWB look at pictures of Clifton Suspension Bridge. Children listen carefully and recall facts about Isambard Kingdom Brunel. What other iconic designs has he made? Look at the design of Clifton Suspension bridge and materials it is made from. Compare materials with bridges made in 20<sup>th</sup> / 21<sup>st</sup> century. Look at comparisons of modern bridges and past bridges. Sort the pictures into “past” and “present”. Look closely at the bridges and discuss materials used, similarities, differences etc.</p>	<p><b>Music</b> WALT explore how music and sound effects tell a story. Kapow unit: Instruments (Musical storytelling) Kapow session 2: Sound effects and dynamics. <b>See separate planning.</b></p>	<p><b>PSHE</b> WALT carry on trying (persevering) even when I find things difficult. Jigsaw Puzzle 3 – Dreams and Goals Piece 2 – My Learning Strengths. <b>See separate Jigsaw planning</b></p> <p><b>Rainbow Time</b> Free choice time e.g. colouring, board games, imaginative play.</p>	<p><b>Class teacher led PE</b> Gymnastics: small apparatus in hall – A frame, trestle, bench balance</p> <p><b>PE (Inspired Sports)</b> See separate planning</p>
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<p><b>Week 4</b> 26<sup>th</sup> – 30<sup>th</sup> January 2025</p>	<p>Literacy Tree Text 2 Rosie Revere Engineer (Week 1)</p>	<p>Multiplication and Division (Week 3)</p>	<p><b>Science - Materials</b> WALT identify suitability of everyday materials. WALT compare suitability of everyday materials. Recall our learning from the last few weeks about materials? What have we found out? Materials can be manipulated and that some materials are more suitable for certain purposes. Look at some different objects e.g. a raincoat, a tyre – what are they made of? Why is that a suitable material? Revisit material properties: waterproof, flexible, strong, soft. Look together at information about inventors e.g: John Boyd Dunlop – utilised materials to solve a problem. People used hard wheels and rides were uncomfortable. He used rubber and air to make tyres softer which changed how bikes travelled. Charles Macintosh – a chemist who utilised materials to solve a problem. People got wet in the rain so he made fabric waterproof by adding rubber, which helped people stay dry! Children then work in pairs to solve simple problems using their knowledge of materials. Each pair will select a problem (e.g. getting cold, slipping on the floor). Children will choose which material would best solve the problem and explain their reasoning using material properties, such as waterproof, bendy or strong. Children will record their learning by drawing the problem and the finished object and explaining, verbally or in writing, why the chosen material is suitable.</p> <p><b>History – Bridgwater Docks</b> WALT recognise and name a place from the past in our local area. WALT understand how places change over time. Show images of Bridgwater Docks (past and present and discuss what might happen at this place. Do you think these pictures are from now or the past? Why? Talk about how the docks were used to load and unload boats, goods were moved using the River Parrett and the docks were very important for jobs and trade in the past. Talk about people needing to use the river for moving materials and bringing in goods, thinking about all of the jobs that this would provide for local people. Children will use their sketchbooks and split their page down the</p>	<p><b>Music</b> WALT explore tempo and dynamics to tell the familiar story of Red Riding Hood. Kapow unit: Instruments (Musical storytelling) Kapow session 3: Creating a soundscape. <b>See separate planning.</b></p> <p><b>Art – Bridges</b> WALT name some local rivers. WALT create an observational drawing, paying attention to details. Look at different rivers and bridges around the UK. Focus on local bridges and rivers. Do the children know any? Recall learning about the River Parrett – are there any bridges in our town? Think about our town name! Show children pictures of our class bear visiting Bristol. Children to create observational drawings of the Clifton Suspension Bridge in Bristol. Model shading and using a sketching pencil to add detail.</p>	<p><b>PSHE</b> WALT recognise who I work well with and who it is more difficult for me to work with. Jigsaw Puzzle 3 – Dreams and Goals Piece 3 – Learning with others. <b>See separate Jigsaw planning</b></p> <p><b>RE – Christianity &amp; Salvation</b> WALT show respect towards others by listening carefully to a Bible story. WALT wonder about the Salvation story. Children to take part in Godly Play. In a circle, children listen to story as it unfolds, answering the wondering questions. Photos to be taken as well as children's comments to be recorded. Give children chance to share their own thoughts and ideas about the story.</p>	<p><b>Forest Rangers</b> Winter Watch Signs of winter checklist.</p> <p><b>PE (Inspired Sports)</b> See separate planning</p>
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			middle. On one side it is labelled 'past', and the other is labelled 'now'. Children to draw a picture of the docks split down the middle between past and present. Bring children together and ask: What was Bridgwater Docks like in the past? How is it different today?			
<p><b>Week 5</b> 2<sup>nd</sup> – 6<sup>th</sup> February 2025</p> <p>Storytelling Week – no assemblies</p>	<p>Literacy Tree Text 2 Rosie Revere Engineer (Week 2)</p>	<p>Multiplication and Division (Week 4)</p>	<p><b><u>Fantastic Finishers</u></b></p> <p><b>Science – materials</b> Activity 1: Identify suitable materials that could be used for different purposes. Activity 2: Select a variety of materials to create a bridge that can hold a toy car.</p> <p><b>Science – healthy or unhealthy</b> Label healthy and unhealthy foods and describe why it is important to have a balanced diet.</p> <p><b>Art – Banksy</b> Activity 1: Answer questions to identify where Banksy's artwork originates and the materials he uses. Activity 2: To make stencils to create their own graffiti in the style of Banksy. <b>Canvas</b></p> <p><b>History - Isambard Kingdom Brunel</b> Make a poster describing the life and work of Brunel, including facts about his impact on society.</p>	<p><b>Music</b> WALT plan how to tell the story of Jack and the Beanstalk through music. Kapow unit: Instruments (Musical storytelling) Kapow session 4: Using sound to represent events. <b>See separate planning.</b></p>	<p><b>PSHE</b> WALT: work well in a group. Jigsaw Puzzle 3 – Dreams and Goals Piece 4 – A Group challenge. <b>See separate Jigsaw planning.</b></p> <p><b>Rainbow Time</b> Free choice time e.g. colouring, board games, imaginative play.</p>	<p><b>Class teacher led PE</b> Gymnastics: large apparatus in hall – include gym bars in rotation</p> <p><b>PE (Inspired Sports)</b> See separate planning</p>
<p><b>Week 6</b> 9<sup>th</sup> – 13<sup>th</sup> February 2025</p> <p>Children's Mental Health Week</p> <p>9<sup>th</sup> - Dress to Express 10<sup>th</sup> - Safer Internet Day</p>	<p>Literacy Tree Text 2 Rosie Revere Engineer (Week 3)</p> <p>Writing Assessment 1</p>	<p>Multiplication and Division (Week 5)</p>	<p><b>Theme Week – Children's Mental Health Week</b> See weekly planning for detail</p> <p>Monday - Dress to Express Tuesday – Safer Internet Day Wednesday – Neurodiversity AM Ramadan PM Thursday – Lunar New Year Friday - Valentine's Day AM Shrove Tuesday PM</p>	<p><b>Music</b> WALT perform musical versions of Jack and the Beanstalk. Kapow unit: Instruments (Musical storytelling) Kapow session 5: Musical story performance. <b>See separate planning.</b></p>	<p><b>PSHE</b> WALT tell you some ways I worked well with my group. Jigsaw Puzzle 3 – Dreams &amp; Goals Piece 5 – Continuing our group challenge. <b>See separate Jigsaw planning</b></p> <p><b>RE – Shrove Tuesday</b> WALT understand why Shrove Tuesday is important to Christians.</p>	<p><b>Forest Rangers</b> Garden Week Plant seeds</p> <p><b>PE (Inspired Sports)</b> See separate planning</p>

<p>11<sup>th</sup> – Neurodiversity &amp; Ramadan</p> <p>12<sup>th</sup> – Lunar New Year</p> <p>13<sup>th</sup> - Valentine's Day cards &amp; Shrove Tuesday</p>					<p>WALT think about how people celebrate Shrove Tuesday in different ways. Discuss with children the importance of Shrove Tuesday for Christians. Shrove Tuesday = preparation and forgiveness Ash Wednesday = the start of Lent Easter = celebration and new life. Share the Christian origin of Lent and the story of Jesus in the Desert. Briefly talk about how people celebrate/mark this today including pancakes or Mardi Gras as examples. Children will then decorate their pancakes and eat them.</p>	
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