

Spring 1 (2026) – How have Toys changed?

Week 1								
English	Maths	Science Everyday Materials	History	RE What do some people believe God looks like?	PE	Music	DT	Computing
<p><b>Curious Quests- Faithful Friends</b></p> <ul style="list-style-type: none"> <li>Draw their own version of the faithful friends.</li> <li>Give their FF some attributes-link to school values.</li> <li>Drawing and inventing tools and weaponry to give maximum power.</li> </ul> <p><b>SPAG:</b> I can use singular nouns.</p>	<p>Place Value</p> <p><b>LO:</b> I can count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p><b>LO:</b> I can identify and represent numbers using objects and pictorial representations.</p> <p><b>LO:</b> I can count, read and write numbers to 20 in numerals and words.</p>	<p>PD DAY</p> <p><b>Famous Scientist:</b> Charles Mackintosh (Waterproof coat)</p>	<p><b>LO:</b> I can explain what my favourite toy is and why.</p> <p>Each have a copy of the Activity: My favourite toy and draw a picture of their favourite toy. They can also add labels around the drawing describing what the toy looks and feels like.</p>	<p><b>LO:</b> I can create a piece of art that expresses how some people might view God.</p> <p>Use materials to create a picture or symbol that represents their thoughts about God.</p>	<p><b>Yoga</b></p> <p><b>LO:</b> I can explore yoga and mindfulness.</p> <p>Monkey Moves Poses</p> <p><b>Forest School</b></p>	<p><b>LO:</b> I can explain what pitch means.</p> <p>When the children have had the chance to make different pitches with their voices, hand out the tuned percussion instruments and challenge the children to experiment in pairs with finding the high and low sounds.</p>	<p>PD DAY</p>	<p><b>LO:</b> I understand some differences between traditional books and digital books.</p> <p>Look at some of the digital books in the Serial Mash library to explore the features.</p>

Week 2								
English	Maths	Science	History	RE	PE	Music	DT	Computing
<p><b>Narrative Stories with Familiar Settings</b></p> <p>Text: Dogger by Shirley Hughes</p> <p><b>LO:</b> I can describe a character.</p> <p><b>LO:</b> I can describe a setting.</p> <p><b>LO:</b> I can retell and sequence the story of Dogger.</p> <p><b>SPAG:</b> I can use past and present verbs.</p> <p>Guided Reading: I can answer questions.</p>	<p>Place Value</p> <p><b>LO:</b> I can identify and represent numbers using objects and pictorial representations.</p> <p><b>LO:</b> I can identify one more or one less.</p> <p><b>LO:</b> I can identify and represent numbers using the number line.</p>	<p><b>LO:</b> I can describe the properties of everyday materials.</p> <p>Activity: Properties of materials. Use the word bank to complete the sentences by writing a property in the spaces.</p>	<p><b>LO:</b> I can ask questions about the past.</p> <p>As a class generate questions they could ask their parents/ grandparents about toys from the past.</p>	<p><b>LO:</b> I can explain how some Muslim people express their ideas about God.</p> <p>Activity: Tiles Colour the tile neatly, choosing their own colours.</p>	<p><b>Yoga</b></p> <p><b>LO:</b> I can copy and remember poses.</p> <p>Listen to a story about a race. The story has animals in and when you hear an animal create a pose to represent that animal and hold.</p> <p><b>Forest School</b></p>	<p><b>LO:</b> I can create a pattern using two pitches.</p> <p>Make up patterns based on superhero names, using a high note and a low note.</p>	<p><b>LO:</b> I can join fabrics together using different methods.</p> <p>Try joining two pieces of fabric using each of the three joining techniques – pinning, stapling, gluing.</p>	<p><b>LO:</b> I can draw a character for a 2Create a Story digital book.</p> <p>Draw a character.</p>

Week 3								
English	Maths	Science	History	RE	PE	Music	DT	Computing
<p><b>Narrative Stories with Familiar Settings</b></p> <p>Text: Dogger by Shirley Hughes</p> <p><b>LO:</b> I can innovate a new story based on an original.</p> <p><b>LO:</b> I can write the beginning, middle and end of a story using the correct punctuation.</p>	<p>Place Value</p> <p><b>LO:</b> I can compare groups of objects.</p> <p><b>LO:</b> I can compare numbers.</p> <p><b>LO:</b> I can order groups of objects.</p> <p><b>LO:</b> I can order numbers.</p>	<p><b>LO:</b> I can sort materials into groups based on their properties.</p> <p><b>Working scientifically:</b> I can describe and record what I notice.</p> <p>Activity: Which materials are absorbent? Test six</p>	<p><b>LO:</b> I can sort and sequence artefacts from different time periods.</p> <p>In groups spend five minutes discussing each toy and record their observations on sugar paper.</p>	<p><b>LO:</b> I can describe the meaning of different Hindu deities.</p> <p>Activity: Bingo Observe the pictures of the deities to identify any common features and discuss what they might represent.</p>	<p><b>Yoga</b></p> <p><b>LO:</b> I can develop flexibility when holding poses.</p> <p>Wild West Poses</p> <p><b>Forest School</b></p>	<p><b>LO:</b> I can explain what tempo means.</p> <p>Working in pairs devise a superhero name and then make up a pattern of high and low notes to play or sing. Start really slowly, and then practise gradually getting quicker and</p>	<p><b>LO:</b> I can design a puppet using a template.</p> <p>Activity: Puppet design sheet. Start creating their character, referring to the list of characteristics (see Lesson 1: Joining fabrics). Designs should be in colour</p>	<p><b>LO:</b> I understand the difference between backgrounds and other objects on the screen in 2Create a Story.</p> <p>Add backgrounds into the story.</p>

SPAG: I can use suffixes-ed. Guided Reading: I can make inferences from the text.		materials for absorbency.				quicker until they are playing or singing as fast as they can.	and labelled with the material and include the joining technique the children wish to use to connect their pieces of fabric.	
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Week 4								
English	Maths	Science	History	RE	PE	Music	DT	Computing
<p>Information Texts Text: What are Toys Made of? By Joanna Brundle</p> <p><b>LO: I can write about what toys are made of.</b></p> <p><b>LO: I can write about how toys are made.</b></p> <p><b>LO: I can write about indoor and outdoor toys.</b></p> <p><b>LO: I can write about teddy bears from the past.</b></p> <p><b>SPAG: I can use capital letters for days of the week.</b></p> <p>Guided Reading: I can talk about my favourite characters.</p>	<p>Addition and Subtraction</p> <p><b>LO: I can add by counting on.</b></p> <p><b>LO: I can add ones using number bonds.</b></p> <p><b>LO: I can find and make number bonds to 20.</b></p>	<p><b>LO: I can make a prediction.</b></p> <p><b>Working scientifically: I can recognise when my prediction does not match the results.</b></p> <p>Activity: Which materials are waterproof? Test six materials for waterproofness.</p>	<p><b>LO: I can identify similarities and differences between toys from different periods.</b></p> <p>Match similar pairs of toys. Ask the chn to describe the toys with their partners – taking into account materials, how the toy moves and how they think the toy has been made.</p>	<p><b>LO: I can identify symbols in the Christmas story that show Christian beliefs.</b></p> <p>Activity: Christmas story images. circle any symbols in the images which show that some Christian people believe Jesus is the son of God and is God on Earth.</p>	<p><b>Yoga</b> <b>LO: I can develop balance whilst holding poses.</b></p> <p>Circus Poses</p>	<p><b>LO: I can compose and perform as part of a group.</b></p> <p>Think about the features of superhero music and choose some instruments that will help the group create its superhero piece. Use a mixture of tuned and untuned instruments.</p>	<p><b>LO: I can make and join my puppet.</b></p> <p>Join their fabric using their preferred technique (pinning, stapling, or gluing).</p>	<p><b>LO: I can add animation to objects in 2Create a Story.</b></p> <p>Add animation into the story-makes the characters move.</p>

Week 5								
English	Maths	Science	History	RE	PE	Music	DT	Computing
<p>Instructions <b>LO: I can write a set of instructions on how to make a finger puppet.</b></p> <ul style="list-style-type: none"> <li>• I understand what an instruction is.</li> <li>• I can sequence instructions in order.</li> <li>• I can use appropriate imperative verbs.</li> <li>• I understand the structure of a set of instructions.</li> </ul> <p><b>SPAG: I can write sentences.</b></p> <p>Guided Reading: I can identify the structure of non-fiction books.</p>	<p>Addition and Subtraction</p> <p><b>LO: I can double.</b></p> <p><b>LO: I can add near doubles.</b></p> <p><b>LO: I can subtract 1s using number bonds.</b></p> <p><b>LO: I can subtract by counting back.</b></p>	<p><b>LO: I can describe how materials respond to pulling and tearing.</b></p> <p><b>Working scientifically: I can use my observations to answer questions.</b></p> <p>Which materials are tough? Test materials to see if they break into smaller pieces when they are pulled and torn.</p>	<p><b>LO: I can identify changes between teddy bears from now and 100 years ago.</b></p> <p>Place four bears onto a timeline.</p>	<p><b>LO: I can identify and describe how God is represented in different religions.</b></p> <p>Activity: Pairs game with images of the different representations of God across different worldviews. What is similar about the two representations</p>	<p><b>Yoga</b> <b>LO: I can create yoga poses using a hoop.</b></p> <p>Journey through space</p>	<p><b>LO: I can perform confidently as part of a group.</b></p> <p>Perform their 'Superhero theme tune'. The rest of the class should describe the best feature of each performance and what could be improved.</p>	<p><b>LO: I can use joining methods to decorate my puppet.</b></p> <p>Decorate their puppets by joining items to the main puppet shape.</p>	<p><b>LO: I can add text to a 2Create a Story file.</b></p> <p>Type some text for the pages in their story.</p>

Instructions  <b>LO: I can write a set of instructions on how to make a finger puppet.</b> <ul style="list-style-type: none"><li>I can say out loud what I am going to write.</li><li>I can punctuate sentences with capital letters and full stops.</li><li>I can plan ideas for a set of instructions.</li><li>I can compose a sentence orally before writing it.</li><li>I can discuss what I have written with my peers.</li></ul> <b>SPAG: I can use write sentences.</b> <b>Guided Reading: I can sequence key events.</b>	Addition and Subtraction  <b>LO: I can subtract by finding the difference.</b>  <b>LO: I can subtract.</b>  <b>LO: I can create related facts.</b>  <b>LO: I can solve missing number problems.</b>	<b>Big Question: What are the things I use made from?</b>  Kapow Assessment	<b>Big Question: How have toys changed?</b>  Kapow Assessment	<b>LO: I can recognise that God can be called by different names by different people.</b>  Activity: Statements Draw something to show what they have learnt in each box.	<b>Yoga</b>  <b>LO: I can create a yoga flow with a partner.</b>  Pirate Poses	<b>LO: I can perform confidently as part of a group.</b>  <b>Forest School</b>	<b>LO: I can evaluate my own and others' work.</b>  Consider what they like and dislike about their puppet.	<b>LO: I can add sounds to a 2Create a Story file.</b>  Add sounds into their story.
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### Spring 2 (2026) – What is the weather like in the UK?

Week 7								
English	Maths	Science Seasonal Changes	Geography	PSHE Citizenship	PE Balance, direction, jump, roll, shape, travel	Music	Art and Design	Computing
Non-Chronological Reports  Text: Meet the Weather by Caryl Hart  <b>LO: I can identify features of non-chronological reports.</b>  <b>LO: I can answer questions.</b>  <b>LO: I can use features of a non-chronological report.</b>  <b>LO: I can write statements.</b>  <b>SPAG: I can use plural nouns.</b> <b>Guided Reading: I can answer questions.</b>	Measure: Mass and Volume  <b>LO: I can compare objects by using the words heavier and lighter.</b>  <b>LO: I can measure mass.</b>  <b>LO: I can compare mass.</b>	<b>Famous Scientists:</b> Dr Steve Lyons (Extreme Weather), Holly Green (Meteorologist)  <b>LO: I can identify how the weather changes across the four seasons.</b>  Make a group mobile to represent the typical weather experienced in the seasons. Their mobiles must include the season's name, the three months that occur in that season and some weather symbols to show the typical weather.	<b>LO: I can locate the four countries of the UK on a map.</b>  Work with a partner to locate the four countries of the UK on the map/atlas. Write the names of the four countries onto their map of the UK and colour in the country they live in.	<b>LO: I can identify the key rules we have in school and explain some consequences of not having or not following rules.</b>	<b>Gymnastics</b>  <b>LO: I can use different body parts to travel on.</b>  <b>Forest School</b>	<b>LO: I can experiment with percussive instruments to make sounds for different animals.</b>  Move around the room in the way in which that animal moves. Sit the class in a large circle and have the instruments laid out in groups in small piles in the middle of the circle. Show the children a picture of one of the animals and ask particular children to choose an instrument that best represents the animal and to explain their choice.	<b>LO: I can roll paper to make 3D structures.</b>  Create a sculpture by sticking paper rolls (cylinders) to a flat card base.	<b>LO: I understand what is meant by 'technology'.</b>  Go on a technology walk in the local community, identifying examples of technology outside. Ask children to take photographs.

Week 8									
English	Maths	Science	Geography	PSHE	PE	Music	Art and Design	Computing	
<p>Non-Chronological Reports</p> <p>Text: Meet the Weather by Caryl Hart</p> <p><b>LO: I can plan a non-chronological report.</b></p> <p><b>LO: I can write a non-chronological report. (2days)</b></p> <p><b>LO: I can edit my writing.</b></p> <p><b>SPAG: I can use noun suffixes-es.</b></p> <p><b>Guided Reading: I can identify the structure of non-fiction books.</b></p>	<p>Measure: Mass and Volume</p> <p><b>LO: I understand the words full and empty.</b></p> <p><b>LO: I can compare volume.</b></p> <p><b>LO: I can measure capacity.</b></p> <p><b>LO: I can compare capacity.</b></p>	<p><b>LO: I can identify events and activities that take place in different seasons.</b></p> <p>Activity: Seasonal sorting and ask the children to cut out the eight images and stick them in the correct season box.</p>	<p><b>LO: I can name the four seasons and describe some of the changes in the four seasons.</b></p> <p>Create a journey stick to show the current season. (Walk to the discovery centre)</p>	<p><b>LO: I can explain how to look after some animals.</b></p>	<p><b>Gymnastics</b></p> <p><b>LO: I can use high and low levels to travel.</b></p> <p><b>Forest School</b></p>	<p><b>LO: I can sing a song in sections.</b></p> <p>Learn a song by chanting and adding actions before putting together to sing the whole song.</p>	<p><b>LO: I can fold and roll paper to create 3D shapes.</b></p> <p>Decorating white paper strips with patterns before shaping and gluing them.</p>	<p><b>LO: I can recognise technology used in the classroom and around the school.</b></p>	

Week 9 (Assessment Week)									
English	Maths	Science	Geography	PSHE	PE	Music	Art and Design	Computing	
<p>Persuasive Text: Beegu by Alexis Deacon</p> <p><b>LO: I can listen to and discuss a story.</b></p> <p><b>LO: I can punctuate sentences using capital letters and full stops.</b></p> <p><b>LO: I can join words and clauses using 'and'.</b></p> <p><b>LO: I can make inferences on the basis of what is being said and done.</b></p> <p><b>LO: I can use adjectives in my writing.</b></p> <p><b>SPAG: I can write compound words.</b></p> <p><b>Guided Reading: I can make predictions.</b></p>	<p><b>Assessment Week</b></p>	<p><b>LO: I can recognise how trees change across the four seasons.</b></p> <p>Finger painting to represent trees in each of the four seasons.</p>	<p><b>LO: I know the four compass directions are north, east, south and west.</b></p> <p>Activity: Compass directions. Ask them to add the labels for east, south and west, then sketch in each box what they can see when facing each of the four directions.</p>	<p><b>LO: I can explain how to care for babies and younger children.</b></p>	<p><b>Gymnastics</b></p> <p><b>LO: I can perform shapes.</b></p> <p><b>Forest School</b></p>	<p><b>LO: I can perform a song.</b></p> <p>Ask how you can make their song from Lesson 2 more interesting. Discuss which parts might be better quiet and which might be better loud. Add dynamics to different sections of the song and get the pupils to perform using these directions.</p>	<p><b>LO: I can apply paper-shaping skills to make an imaginative sculpture.</b></p> <p>Draw their imaginary tree of life in their sketchbooks. Make a tree of life sculpture in a similar way to the 3D drawings they made in Lesson 2.</p>	<p><b>LO: I can describe technology that I see in the world around me.</b></p>	

Week 10 (Assessment Week)									
English	Maths	Science	Geography	PSHE	PE	Music	Art and Design	Computing	
<p><b>Assessment Week</b></p>	<p>Multiplication</p> <p><b>LO: I can count in 2s.</b></p> <p><b>LO: I can count in 10s.</b></p>	<p><b>LO: I can recognise that daylight hours change across the four seasons.</b></p>	<p><b>LO: I can describe different types of weather.</b></p> <p>Activity: Weather diary. Explain to the children that they will</p>	<p><b>LO: I can identify things that are the same and different about people.</b></p>	<p><b>Gymnastics</b></p> <p><b>LO: I can link shapes together in a sequence.</b></p> <p><b>Forest School</b></p>	<p><b>LO: I can use instruments to create different sounds.</b></p> <p>Using a percussion instrument play</p>	<p><b>LO: I can work collaboratively to plan and create a sculpture.</b></p>	<p><b>LO: I can name the parts of computing devices.</b></p>	

	<b>LO: I can count in 5s.</b> <b>LO: I can recognise equal groups.</b> <b>LO: I can add equal groups.</b>	Divide a whiteboard into quarters and label each section with a different season. Using a specific data card as an example, model how to count and record the daylight hours on the whiteboard in the appropriate section. Activity: Daylight pictogram.	investigate the weather in the playground by keeping a weather diary for a week.				different animals on request.	Begin to make a spider sculpture.	
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Week 11 (Assessment Week)									
English	Maths	Science	Geography	PSHE	PE	Music	Art and Design	Computing	
Poetry Curious Quests- Pitter Patter <b>LO: I can perform a poem.</b> <b>LO: I can identify rhyming words.</b> <b>LO: I can plan a new poem.</b> <b>LO: I can write my own poem.</b> <b>SPAG: I can use question marks.</b> <b>Guided Reading: I can make inferences.</b>	Shape <b>LO: I can recognise and name 3D shapes.</b> <b>LO: I can sort 3D shapes.</b> <b>LO: I can recognise and name 2D shapes.</b> <b>LO: I can sort 2D shapes.</b> <b>LO: I can create patterns with 3D and 2D shapes.</b>	<b>LO: I can describe changes that take place in different seasons.</b> Display three containers of water labelled A, B and C, explaining that there are three different temperatures: room temperature water, iced water and hot tap water. Activity: Observing over time.	<b>LO: I know that the weather is not the same everywhere in the UK.</b> Draw a weather symbol for today's weather in each capital city onto their maps of the UK.	<b>LO: I can identify some groups that I belong to.</b>	<b>Gymnastics</b> <b>LO: I can hold a balance.</b> <b>Forest School</b>	<b>LO: I can take part in a group performance.</b> Create a piece of music, or a 'composition,' that will tell a story of a lion.	<b>LO: I can use different tools to paint with.</b> Work together to complete the spider sculpture by painting it.		Assessment Task