

EYFS Medium Term Plan -Spring 2

Reception -Thames Ditton Infant School

2026-2027

Overview of Enquiry Questions

Week	Theme	Enquiry Question
Week 1 -w/c	Our World: Continents & Countries	What countries make up our world?
Week 2 -w/c	Hot & Cold Places	How is life different in hot and cold places?
Week 3 -w/c	Space & Planets	What is beyond our world?
Week 4 -w/c	Astronauts & Rockets	How do astronauts travel to space?
Week 5 -w/c	Our World -A Trip to Italy	How is life different in other countries?
Week 6 -w/c	Easter Around the World & Spring	How do families celebrate Easter and welcome spring?

Week 1 -Our World: Continents & Countries (w/c 23/2/26)

Enquiry Question: *What countries make up our world?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	The world has seven continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America). Different countries have different languages, foods and customs. The UK is a country in Europe. Vocabulary: country, continent, language, flag, capital.	Use new geography vocabulary in their talk. Listen attentively to a story set in another country. Ask 'where' questions about places. Articulate an extended idea in well-formed sentences.	Daily reading: stories from different continents (e.g. 'Handa's Surprise' Africa, 'Possum Magic' Oceania, 'Lin Yi's Lantern' Asia). Talking partners: 'I would like to visit ___ because...'. Globe and atlas at child height. Class 'flags of the world' display. Talk about children's family heritage and home countries (if appropriate).	World map at child height. Real photographs of children's family countries celebrated. Sentence stems: 'I can see ___ on the map', 'My family is from ___'. Mirrors and windows principle continued.	Use geography vocabulary. Listen attentively to a multicultural story. Ask 'where' questions. Articulate ideas about places.
PSED	Good listening means eyes looking, ears listening, body still and brain thinking. People need to listen and take turns when talking together. Listening carefully helps us learn about places and people far away. Some children in our class were born in different countries.	Practise basic listening skills. Listen respectfully to stories about life in other places. Take a turn to talk and a turn to listen in a group. Show curiosity about a different culture.	Kapow: Self-regulation – Listening and following instructions, Lesson 1 (what good listening looks like). Good-listening picture cards made together. Listening games: sound lotto, 'what changed?', silent statues. Discussion: 'Where is your family from? What food do you eat at home?' Class world map with children's places added.	Sensitive, inclusive language. Adults model good listening explicitly and name it when they see it. Good-listening cards displayed at the carpet and referred to before every input. Family contributions invited but never pressured.	Show good listening at the carpet. Listen respectfully to stories about other countries. Take turns to talk and to listen. Talk about family heritage with pride, where appropriate.
Literacy	Phase 4 begins -short vowels with adjacent consonants. CVCC words (e.g. 'jump', 'lamp', 'tent') have a consonant-vowel-consonant-consonant pattern. CCVC words (e.g. 'flag', 'frog', 'spin') have a consonant-consonant-vowel-consonant pattern. We need to hear every sound in the word to spell it.	Blend and segment CVCC words. Blend and segment CCVC words. Spell CVCC and CCVC words using known sounds (KFKS 9). Write a sentence about a country using known sounds.	Little Wandle phonics -Phase 4 Week 1: CVCC and CCVC words. Shared reading: 'Handa's Surprise', 'Bringing the Rain to Kapiti Plain'. Writing: 'I would like to visit...' - country sentences. Word-building station with magnetic letters. Book corner: stories from around the world. 3x weekly reading practice continued.	Phase 4 sound mat with adjacent-consonant clusters highlighted. Stem: 'Say it slowly -I can hear /st/, /a/, /m/, /p/.' (KFKS 9). Capital letters and full stops embedded.	Blend and segment CVCC and CCVC words. Spell CVCC/CCVC words using known sounds (KFKS 9). Write a sentence about a country. Read fluently with Phase 4 patterns.
Mathematics	Length is the distance between two points. Some objects are long, some are short. 'Longer' and 'shorter' are comparative words. We can compare length using cubes or string as non-standard units.	Explore length with hands-on objects (Block 4 Step 1). Compare length of two objects (Block 4 Step 2). Use 'longer' and 'shorter' in talk. Measure with non-standard units (cubes).	WR Spring Block 4 Step 1 -Explore length: collecting sticks of different lengths; lining them up. WR Spring Block 4 Step 2 - Compare length: snakes made from dough; ribbons cut to different lengths. 'How far can you jump?' outdoor measuring activity (each jump measured in cubes). Length-vocabulary card station. Long/short sorting hoops.	Real-world long and short objects available. Stem sentences: 'This ___ is longer/shorter than this ___'. Cubes as non-standard units. KFKS 7 daily.	Explore length with hands-on objects. Compare length of two objects. Use 'longer' and 'shorter' in talk. Measure with cubes as non-standard units.
Understanding the World	The world is divided into seven continents and many countries. The UK is one	Recognise the world on a globe. Name at least two continents. Find a country of	Topic: 'To the world and beyond' opening. RE: 'What can we learn from stories?' -Bible / Qur'an / Torah stories that travel across	Globe at child height. World map on the working wall. Family contributions invited but	Recognise the world on a globe. Name two continents. Find a country of significance.

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	country in Europe. People in different countries speak different languages and eat different foods. Children in our class may have family heritage in different countries.	personal significance on a globe. Show respect for different cultures.	cultures. Globe and atlas explored. Map of the world built collaboratively. Family-heritage photos invited. Discussion: 'What do you eat at home that is special to your family?' Class 'world food' tasting day (allergens checked).	optional. Real food, where appropriate.	Show respect for different cultures.
Expressive Arts & Design	Flags are made of colours, shapes and patterns. Different countries have different flags. World music includes many instruments and rhythms. Maps can be made with mixed media.	Design and paint a flag with intent. Listen to and describe music from another country. Combine materials in a world-themed artwork. Sing a song from another country.	Flag painting (each child paints the flag of a country they choose). Music: world-music listening corner -African drumming, samba, didgeridoo, Indian classical. Songs: 'It's a Small World', 'Hello in many languages'. Mixed-media world-map mural built across the week.	Adults model flag-painting using grids for accuracy. Real photos of flags displayed. World music played daily.	Design and paint a flag. Listen to and describe world music. Combine materials in artwork. Sing a song from another country.
Physical Development	Dance movements from different countries vary (samba steps, African drumming, Chinese dragon). The four letter families are now being reviewed (KFKS 2/3/4/5). Hot countries make us think of bright sun; cold countries make us think of warm clothes -body awareness.	Move with control in different cultural dance styles. Form letters from any of the four letter families. Use scissors with precision. Manage clothing for different conditions (warm/cool layers).	Primary PE: world-dance circuit -samba, dragon dance (revisit), African drum-and-step. Outdoor: world-themed obstacle course. Handwriting: review of all four letter families (KFKS 2/3/4/5); numerals 0–9 (KFKS 7). Fine motor: precision flag-cutting. Dough Disco daily.	World-music played during PE. Adults model each dance style. Tripod grip checked (KFKS 6).	Move with control in different dance styles. Form letters from any family (KFKS 2/3/4/5). Use scissors with precision (KFKS 8). Manage clothing for conditions.

Week 2 -Hot & Cold Places (w/c 2/3/26)

Enquiry Question: *How is life different in hot and cold places?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Hot places (deserts, jungles, tropical islands) and cold places (the Arctic, Antarctica, mountains) have very different environments. Vocabulary: desert, jungle, polar, glacier, equator, tropical. Animals in different climates have adaptations.	Use hot/cold environment vocabulary. Compare two environments using 'similar to' and 'different from'. Listen attentively to non-fiction text. Articulate ideas in extended sentences.	Daily reading: 'The Emperor's Egg' (Antarctic penguins), 'Lila and the Secret of Rain' (drought), 'Up and Down the Andes'. Talking partners: 'I would rather visit a hot/cold place because...'. Vocabulary cards with photos. Discussion: 'How are hot places similar to / different from cold places?' Outdoor: 'pretend' hot and cold zones.	Comparative sentence stems on display. Photos of contrasting environments at child height. Real climate-zone map of the world. Adults model rich comparative talk.	Use hot/cold environment vocabulary. Compare two environments using comparatives. Listen attentively to non-fiction. Articulate extended ideas.
PSED	An instruction tells us what to do. Some instructions have more than one part. We listen right to the end before we start. Repeating an instruction back helps us remember it.	Listen to and follow a two-step instruction. Repeat an instruction back in their own words. Wait for the whole instruction before starting.	Kapow: Self-regulation – Listening and following instructions, Lesson 2 (following two-step instructions). Simon Says and 'expedition packing' games: 'Put on your hat AND your gloves.' Barrier games in pairs – one child gives the instruction, one follows. Dressing for hot and cold climates in role play.	Adults give an instruction once, clearly, then check understanding by asking a child to repeat it. 'Listen to the whole thing first' modelled explicitly. Instruction length matched to each child, with visual support where needed.	Follow a two-step instruction. Repeat an instruction back. Wait until an instruction is finished before starting.
Literacy	Phase 4 -Words with two or more digraphs (e.g. 'sheep', 'speech'). Suffix -ing on the end of words (e.g. 'jumping', 'running'). A non-fiction caption gives us a fact. Capital letters and full stops are non-negotiable in writing.	Read words with two or more digraphs (Phase 4 progression). Recognise the -ing suffix at the end of words. Write a fact-caption about a hot or cold place (KFKS 9). Re-read writing to check it makes sense.	Little Wandle phonics -Phase 4 Week 2: words with two or more digraphs; -ing endings. Shared reading: 'The Emperor's Egg', 'Lila and the Secret of Rain'. Writing: fact captions for hot/cold place pictures ('Polar bears live in the Arctic. They have thick fur.'). Book corner: contrasting climate books. 3x weekly reading practice.	-ing suffix taught with action: 'jump' + 'ing' = 'jumping'. Phase 4 sound mat updated. Real audience for writing: class hot/cold display.	Read words with two or more digraphs. Recognise -ing suffix. Write a fact-caption with capital and full stop (KFKS 9). Re-read writing.
Mathematics	Height is a kind of length -it tells us how tall something is. Some things are tall, some are short. 'Taller' and 'shorter' are comparative words. We can stand back-to-back to compare heights.	Explore height with real objects and people (Block 4 Step 3). Compare heights of two objects or two people (Block 4 Step 4). Use 'taller' and 'shorter' in talk. Stand back-to-back to compare heights.	WR Spring Block 4 Step 3 -Explore height: tower building (whose tower is tallest?). WR Spring Block 4 Step 4 -Compare height: 'Jack and the Beanstalk' tower-building challenge; whose beanstalk is tallest? Children measure each other by drawing around themselves on paper. Compare heights of polar bears (tall) and penguins (short). Outdoor: 'how tall is the tree compared to me?' work.	Real height comparison with masking tape on the wall. Sentence stems: 'I am taller/shorter than ____'. Polar-bear and penguin life-size silhouettes for comparison. KFKS 7 daily.	Explore height. Compare heights of two objects or people. Use 'taller' and 'shorter' in talk. Stand back-to-back to compare.
Understanding the World	Some places in the world are very hot all year (the Sahara desert, the Amazon jungle); some are very cold all year (Antarctica, the Arctic). Animals and plants adapt to where they live (camels in deserts, polar bears in the	Recognise a hot and a cold environment. Name two animals that live in a hot place and two from a cold place. Describe how animals have adapted. Compare hot and cold places.	Topic: 'To the world and beyond' -Hot and Cold Places. RE: 'What can we learn from stories?' -stories from different climates and cultures. Investigation: hot/cold sorting (animals, clothes, food). Real artefacts: a fan, sunglasses, a hat / wellies, scarf,	Photos and videos of real places (BBC Earth clips). Sorting trays for animals/clothes/food. Real artefacts.	Recognise hot and cold environments. Name animals from each. Describe an adaptation. Compare hot and cold places.

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	Arctic). Some people live in hot or cold places too.		gloves. Class 'Polar' and 'Desert' display areas in the role-play corner.		
Expressive Arts & Design	Blue, white and grey suggest cold; orange, yellow and red suggest heat. Sand and salt make textured 'desert' or 'icy' surfaces. Music can be slow and icy (cold places) or rhythmic and warm (hot places). Polar and desert scenes can be built in small-world trays.	Mix and use cold or hot colours with intent. Add texture using sand or salt. Listen to and describe contrasting music. Build a small-world scene with intent.	Polar scene painting (blue/white/grey + salt for snow texture). Desert scene painting (orange/yellow/red + sand for texture). Music: 'Antarctica' from Vaughan Williams Symphony 7; 'Bayan' for desert listening. Songs: 'Hot, Hot, Hot'. Small-world trays: polar and desert.	Texture work modelled: paint, then sprinkle salt while wet for ice effect. Hot and cold music played for contrast. Small-world trays revisited and refined.	Mix and use hot or cold colours with intent. Add texture using sand/salt. Listen to and describe contrasting music. Build a small-world scene.
Physical Development	Different climates need different clothes -we manage zips, buttons, gloves, scarves. The bouncy-letter family is being reviewed for security (KFKS 4). The tripod grip is automatic for most children (KFKS 6). Yoga movement can mimic animals from hot and cold climates.	Manage their own coat, hat, scarf and gloves. Form bouncy-letter family confidently (KFKS 4). Hold a tripod grip in almost all cases (KFKS 6). Move as different climate animals.	Primary PE: animal yoga -camel pose, polar bear pose, snake, penguin. Outdoor: dressing-up race (put on hat, scarf, gloves quickly). Handwriting: bouncy letter family review (KFKS 4); numerals 0–9 (KFKS 7). Fine motor: zip/button/clasp practice on a 'dressing for the cold' frame. Dough Disco continued.	Real outdoor wear used for dressing-up. Animal yoga modelled. Tripod grip checked (KFKS 6).	Manage own outdoor clothing. Form bouncy-letter family (KFKS 4). Maintain tripod grip (KFKS 6). Move as climate-themed animals.

Week 3 -Space & Planets (w/c 9/3/26)

Enquiry Question: *What is beyond our world?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Beyond the Earth is space. Space has the Sun, the Moon, the planets and stars. There are eight planets in our solar system. Vocabulary: planet, moon, sun, star, solar system, orbit, galaxy.	Use space vocabulary in their talk. Listen attentively to a story about space. Articulate ideas using 'because'. Ask investigative 'what' and 'why' questions.	Daily reading: 'The Way Back Home' (Oliver Jeffers), 'Aliens Love Underpants', 'How to Catch a Star'. Talking partners: 'My favourite planet is ____ because ____'. Vocabulary cards with NASA real photos. Discussion: 'What is beyond the sky?' Listening corner: 'Twinkle Twinkle' (Holst's Planets extracts).	NASA photographs displayed at child height. Solar-system model in the classroom. Adults model wonder and curiosity. Sentence stems: 'I wonder...', 'I think... because...'. 	Use space vocabulary. Listen attentively to space stories. Articulate ideas using 'because'. Ask 'what' and 'why' questions.
PSED	Careful listening helps us do things in the right order. Some instructions have three or more steps. Listening to spoken words is different from looking at pictures – we hold the words in our head.	Listen to and follow a multi-step instruction. Hold a short sequence of instructions in their head. Ask for an instruction to be repeated if they need it.	Kapow: Self-regulation – Listening and following instructions, Lesson 3 (multi-step instructions). Mission control: children follow three-step astronaut instructions to prepare for a launch. Obstacle course navigated using spoken route instructions only. Listening walks around school with the instructions given in advance.	Adults use consistent listening cues and pause between steps. Children encouraged to say 'Please can you say that again?' – modelled as a strength, not a failure. Fingers used to count the steps of an instruction.	Follow a three-step instruction. Ask for a repeat when they need one. Hold a short sequence in their head.
Literacy	Phase 4 -Compound words (e.g. 'sunset', 'starlight', 'rocket-ship'). Suffix -ed for past tense (e.g. 'landed', 'jumped'). Stories about space have a beginning, middle and end. Innovation means keeping the structure and changing the details.	Read compound words from Phase 4. Recognise the -ed suffix. Innovate a space story by changing the details. Write a sequence of sentences about a space journey.	Little Wandle phonics -Phase 4 Week 3: compound words; -ed endings. Shared reading: 'The Way Back Home', 'Aliens Love Underpants'. Writing: 'My journey to the moon' -sequence of sentences with time connectives. Innovation: 'On Mars, we found...' -innovate a space discovery. 3x weekly reading practice continued.	Time-connective wordmat on the writing area. Stem: 'Say it slowly, write what you hear' (KFKS 9). Celebrate every child's space story in a class book.	Read compound words. Recognise -ed suffix. Innovate a space story. Write a sequence of sentences (KFKS 9).
Mathematics	Time is what passes between events. We have words for short times (a second, a minute) and longer times (an hour, a day). The day has a routine (morning, lunchtime, afternoon, bedtime). We can sequence events of the day in order.	Talk about time using simple vocabulary (Block 4 Step 5). Order and sequence events in a day (Block 4 Step 6). Use time connectives confidently. Begin to read a digital or analogue clock.	WR Spring Block 4 Step 5 -Talk about time: sequencing 'what we do in our day' photo cards. WR Spring Block 4 Step 6 -Order and sequence time: making a class timetable with photos. 'Mr Wolf's Week' shared reading. Discussion: 'What time do we go to lunch?' Sand timers and digital clocks in the maths area. Space link: 'A day on Earth is 24 hours; a day on Mars is 25 hours.'	Daily timetable at child height. Sand timers for transitions. Stem: 'First... then... next... finally...'. Clock display showing key class times. KFKS 7.	Talk about time. Order and sequence events in a day. Use time connectives confidently. Begin to read a clock.
Understanding the World	Space is beyond our Earth's atmosphere. The Earth is one of eight planets. The Moon orbits the Earth; the Earth orbits the Sun. There is no air or gravity in space. Astronauts visit space in rockets and stay in the International Space Station.	Name the Sun, the Moon and at least two planets. Recognise the Earth from photos and on a globe. Talk about what is in space. Recognise that the Earth is one of many planets.	Topic: 'To the world and beyond' -Space and Planets. RE: 'What can we learn from stories?' -stories of creation, including biblical and other origin stories about the universe. Solar-system model handled and described. NASA photos of planets, the moon and Earth. Discussion: 'What would it be like in space?' Outdoor: looking at the	Solar-system mobile or model in the classroom. NASA photos at child height. Real moon-rock pictures. Adults nurture wonder and questions.	Name Sun, Moon and two planets. Recognise the Earth in photos. Talk about what is in space. Recognise Earth as one of many planets.

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			moon during morning sessions (when visible).		
Expressive Arts & Design	Space scenes use dark backgrounds with bright dots (stars). Salt or splatter paint makes a starry effect. The planets are different colours and sizes. Holst's 'The Planets' suite has a different piece for each planet -different moods.	Create a starry-night scene using splatter or salt techniques. Paint a planet with care for colour. Listen to and describe Holst's 'The Planets'. Sing 'Twinkle Twinkle Little Star' with growing confidence.	Splatter-paint starry skies on black paper. Planet paintings (each planet's distinct colour). Music: Holst's 'The Planets' -Mars (loud and bold), Venus (gentle and quiet), Jupiter (joyful), Neptune (mysterious). Songs: 'Twinkle Twinkle Little Star', '5 Little Men in a Flying Saucer'. Solar-system mobile making.	Splatter painting done outside with old shirts. Each planet's colour modelled from NASA photos. Holst extracts played daily.	Create a starry-night scene. Paint a planet with care. Listen to and describe Holst. Sing space songs confidently.
Physical Development	Astronauts move slowly in low gravity. Floating, drifting and pushing are different movement qualities. The zig-zag letter family is now being secured (KFKS 5). Origami is fine motor precision work. Numerals 0–9 are confident (KFKS 7).	Move slowly and weightlessly in 'space' style. Form zig-zag letter family securely (KFKS 5). Fold a paper rocket precisely. Form numerals 0–9 (KFKS 7).	Primary PE: 'astronaut movement' -slow, weightless, drifting. Outdoor: moon-landing obstacle course. Handwriting: zig-zag letter family secured (KFKS 5); numerals 0–9 (KFKS 7). Fine motor: origami rockets; precision splatter painting. Dough Disco continued.	Slow-motion movement modelled with music. Origami modelled step-by-step. Tripod grip checked (KFKS 6).	Move slowly and weightlessly. Form zig-zag letter family (KFKS 5). Fold a paper rocket precisely. Form numerals 0–9 (KFKS 7).

Week 4 -Astronauts & Rockets (w/c 16/3/26)

Enquiry Question: *How do astronauts travel to space?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	An astronaut is a person who travels to space. Famous astronauts include Tim Peake (the British astronaut) and Neil Armstrong (the first person on the moon). A rocket has stages and a nose cone. Mission Control on Earth helps the astronauts.	Use astronaut vocabulary in their talk. Listen attentively to a story about a real astronaut. Use comparative language ('similar to', 'different from'). Articulate extended ideas in well-formed sentences.	Daily reading: 'Look Up!' (Nathan Bryon), 'Mae Among the Stars' (Mae Jemison), 'How to Catch a Star'. Talking partners: 'If I were an astronaut, I would...'. Vocabulary cards with real photos of Tim Peake. Discussion: 'How is an astronaut similar to / different from a person on Earth?' Visitor (where possible) or video of Tim Peake.	Tim Peake video clips (BBC archive). Adults celebrate astronauts of all backgrounds (Mae Jemison was the first Black woman in space). Sentence stems: 'An astronaut needs ___ because...'. One consistent stop signal used by every adult across the setting. Adults explain the reason behind a safety instruction rather than only issuing it. Stopping practised playfully and often so that it becomes automatic.	Use astronaut vocabulary. Listen attentively to astronaut stories. Use comparative language. Articulate extended ideas.
PSED	Some instructions keep us safe. Adults may ask us to stop, wait or move away from something to help keep us safe. When an adult says stop, we stop straight away.	Listen to and follow multi-step safety instructions. Stop immediately on a signal. Explain why a safety instruction matters.	Kapow: Self-regulation – Listening and following instructions, Lesson 4 (following safety instructions). Rocket launch countdown: freeze on 'stop'. Safety instruction sorting: which instructions keep us safe? Fire drill and PE stop signals practised. Astronaut training obstacle course with a stop whistle.		Stop immediately on a signal. Follow a multi-step safety instruction. Say why an adult might ask them to stop, wait or move away.
Literacy	Phase 4 -Words with -s and -es endings (plurals). Words with -ing endings for verbs in progress. A character description tells us what a character is like (looks, personality). Tim Peake and Mae Jemison are real people we can write about.	Read words with -s and -es endings. Read and write -ing words. Write a character description of an astronaut. Write a question for a real astronaut.	Little Wandle phonics -Phase 4 Week 4: -s/-es endings; -ing endings. Shared reading: 'Look Up!', 'Mae Among the Stars'. Writing: 'My astronaut' character description ('My astronaut has a helmet. She is brave. She is going to the moon.'). 'Questions for Tim Peake' (children write questions). Book corner: real astronauts and space stories.	Photos of Tim Peake and Mae Jemison for writing prompts. Stem: 'Say it slowly, write what you hear' (KFKS 9). Capital letters and full stops embedded.	Read words with -s/-es endings. Read and write -ing words. Write a character description. Write a question (KFKS 9).
Mathematics	The numbers 9 and 10 follow 8 in the counting order. The number 10 is special -it's a full tens frame. Comparing numbers to 10 helps us see which is larger. Conceptual subitising means seeing small groups within a larger one.	Find 9 and 10 in the environment (Block 5 Step 1). Compare numbers up to 10 (Block 5 Step 2). Represent 9 and 10 using ten frames, fingers, marks (Block 5 Step 3). Subitise 10 as 5 + 5 (Block 5 Step 4).	WR Spring Block 5 Step 1 -Find 9 and 10: counting 9 astronauts, 10 rockets; numeral hunt. WR Spring Block 5 Step 2 -Compare numbers to 10: 'Are there more rockets or more astronauts?' WR Spring Block 5 Step 3 -Represent 9 and 10: ten frames, fingers, marks. WR Spring Block 5 Step 4 - Conceptual subitising to 10: dot-card flash showing 10 as 5+5 or 6+4. Lift-off countdown 10–0 daily.	Ten frames everywhere -they are the key visual for 10. Numicon, dot cards, Numberblocks. Stem: 'I see 10 -I see 5 and 5'. KFKS 7 and KFKS 10 daily.	Find 9 and 10. Compare numbers to 10. Represent 9 and 10. Subitise 10 as smaller groups.
Understanding the World	Tim Peake is a British astronaut who lived on the International Space Station. Mae Jemison was the first Black woman astronaut. Astronauts wear space suits to survive without air. Rockets	Recognise Tim Peake or Mae Jemison from photos. Talk about what an astronaut wears and uses. Make a simple observation of a rocket model.	Topic: 'To the world and beyond' -Astronauts and Rockets. RE: 'What can we learn from stories?' -courage and exploration stories. Investigation: handling a real space-suit replica (helmet) or photos. Rocket model in	Real-life astronauts celebrated from many backgrounds. Photos and videos of Tim Peake's mission. Adults invite questions.	Recognise a famous astronaut. Talk about what an astronaut wears. Observe a rocket model. Compare real astronauts and characters.

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	need huge amounts of fuel to leave Earth's gravity.	Compare a real astronaut with a story character.	the classroom. Tim Peake video clips (BBC). Class display: 'Astronauts of the World'.		
Expressive Arts & Design	A rocket is made from tubes (cylinders) and cones. Junk modelling can build a class rocket. Astronaut costumes can be made from helmets, foil and big boots. Stage drama needs imagination.	Build a junk-modelled rocket with intent. Make and wear an astronaut costume. Develop an astronaut drama with peers. Sing space-themed songs confidently.	Class rocket: build a big junk-modelled rocket together. Individual junk-modelled rockets. Astronaut role-play: helmets, foil suits, control panel. Drama: 'Mission to Mars' -countdown, lift-off, exploration, return. Songs continued.	Adults model rocket design with cylinder + cone. Real foil and helmets in the role-play area. Drama scaffolded with mission cards.	Build a junk-modelled rocket. Make and wear an astronaut costume. Develop an astronaut drama. Sing space songs.
Physical Development	Astronauts train with strength and balance exercises. The zig-zag letter family is now being applied across all writing. Numerals 0–9 form the basis for two-digit numbers (KFKS 7). Fine motor: small precision work for rocket design.	Perform astronaut training movements with control. Form letters from any letter family with the tripod grip. Form numerals 0–9 confidently (KFKS 7). Combine cutting, folding and joining for rocket-making.	Primary PE: astronaut training circuit - strength, balance, coordination. Outdoor: rocket assault course. Handwriting: review of all four letter families (KFKS 2/3/4/5); numerals 0–9 (KFKS 7). Fine motor: precision rocket cutting and folding. Dough Disco daily.	Circuit clearly modelled with photos. Letter formation chants continued. Tripod grip celebrated (KFKS 6).	Perform training movements with control. Form letters from any family. Form numerals 0–9 (KFKS 7). Combine cutting and joining (KFKS 8).

Week 5 -Our World: A Trip to Italy (w/c 23/3/26)

Enquiry Question: *How is life different in other countries?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Italy is a country in Europe, far from the UK. Life in other countries can be similar to and different from our own (language, food, weather, landmarks). Italian vocabulary: ciao, grazie, pizza, pasta, gelato, Roma. Italian landmarks include the Colosseum and the Leaning Tower of Pisa.	Use new geography and Italian vocabulary in their talk. Compare life in Italy and the UK using 'similar to' and 'different from'. Listen attentively to a story set in Italy. Articulate ideas using 'because'.	Daily reading of a story set in Italy (e.g. 'This is Rome' by Miroslav Sasek, 'Strega Nona' by Tomie dePaola). Talking partners: 'In Italy I would like to ___ because ___'. Italian vocabulary cards with photos. Discussion: 'How is life in Italy similar to / different from life here?' Learn simple Italian greetings (ciao, grazie). Plan together for Friday's 'trip to Italy' role-play day -what will we need at the airport, on the plane and in Italy?	Comparative sentence stems on display: 'In Italy ___', 'Here we ___, but in Italy they ___'. Photos of Italy at child height; globe and map showing the journey from the UK to Italy. Adults model Italian greetings and rich comparative talk. Build excitement for the Friday role-play trip.	Use geography and Italian vocabulary. Compare life in Italy and the UK using 'similar to' and 'different from'. Listen attentively to a story set in Italy. Articulate ideas using 'because'.
PSED	When a message is passed from person to person it can change. Taking turns to talk means one voice at a time. Checking what somebody said helps us get it right. People in other countries may speak different languages and live in different ways.	Take turns when talking together in a group. Notice that a message has changed as it was passed on. Check with a trusted adult if they are not sure what was said. Cooperate in a group to plan part of the trip.	Kapow: Self-regulation – Listening and following instructions, Lesson 5 (how messages change as they are passed on). Message-passing game in a circle – compare the first message with the last. Group planning for the trip using a talking object so that one person speaks at a time. Discussion: 'How is life in Italy similar to and different from ours?'	Adults keep the message game light and playful – the point is that messages change, not that anyone got it wrong. Talking object used consistently in circle time. Sensitive, inclusive language about other countries.	Take turns to talk in a group. Notice and talk about how a message changed. Ask an adult to check something they are unsure of. Cooperate in a small group on a shared plan.
Literacy	Phase 4 -Longer words with adjacent consonants (e.g. 'spring', 'flag', 'print'). Italy and food words spelt with Phase 3/4 phonics. A postcard and a label have a real audience and purpose. A sentence has a capital letter, finger spaces and a full stop.	Read longer Phase 4 words with adjacent consonants. Write a postcard from Italy and labels for the trip with capital letters and full stops (KFKS 9). Re-read writing to check it makes sense. Spell Italy and food vocabulary using phonics.	Little Wandle phonics -Phase 4 Week 5: longer words with adjacent consonants. Shared reading: 'This is Rome' by Miroslav Sasek, 'Strega Nona' by Tomie dePaola. Writing: postcards 'from Italy' home; passports and boarding passes for the trip; a pizzeria menu; labels for the class Italy display. Book corner: stories set in Italy and non-fiction about Italy. 3x weekly reading practice.	Real audience and purpose - postcards, passports and menus used on the Friday trip. Phase 4 sound mat at writing area. Stem: 'Say it slowly, write what you hear' (KFKS 9).	Read longer Phase 4 words. Write a postcard and labels for the trip (KFKS 9). Re-read writing. Spell Italy and food vocabulary.
Mathematics	One more and one less continue to be important -one more than 9 is 10; one less than 10 is 9. Numbers up to 10 can be made from two parts (composition). Bonds to 10 are pairs that make 10 (1+9, 2+8, 3+7, 4+6, 5+5).	Find 1 more and 1 less to 10 (Block 5 Steps 5–6). Show the composition of numbers to 10 (Block 5 Step 7). Begin to recall bonds to 10 (KFKS 10) (Block 5 Step 8). Use a part-whole model confidently.	WR Spring Block 5 Step 5 -1 more: 'One more egg in the basket -how many now?' WR Spring Block 5 Step 6 -1 less: 'One egg cracks -how many left?' WR Spring Block 5 Step 7 -Composition to 10: part-whole with Easter egg counters. WR Spring Block 5 Step 8 -Bonds to 10: 'How many ways can we make 10 eggs in two baskets?' Egg-counting routines daily.	Ten frames are central. Numicon, dot cards, real eggs (boiled / wooden). Stem sentences: 'One more than ___ is ___', '___ and ___ makes 10'. KFKS 10 (number bonds) embedded daily.	Find 1 more and 1 less to 10. Show composition of numbers to 10. Begin to recall bonds to 10 (KFKS 10). Use a part-whole model confidently.
Understanding the World	Italy is a country in Europe, shaped like a boot. Italy is known for famous landmarks (the Colosseum, the Leaning Tower of Pisa).	Find Italy and the UK on a map or globe. Name a famous Italian landmark or food. Describe some similarities and differences.	Topic: 'To the world and beyond' -Our World: Italy. RE: 'What can we learn from stories?' - stories that travel across cultures. Find Italy on the globe and trace the journey from the UK to Italy.	Globe and world map at child height. Real photos and video of Italy. Italian artefacts and food (allergens checked).	Find Italy and the UK on a map or globe. Name an Italian landmark or food. Describe similarities and differences.

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	Tower of Pisa, gondolas in Venice), food (pizza, pasta, gelato) and a warm climate. Some things in Italy are similar to the UK and some are different. We can travel to other countries by aeroplane.	differences between life in Italy and life here. Talk about how we would travel to Italy.	UK. Photos and video of Italian landmarks (Colosseum, Leaning Tower of Pisa, Venice). Compare life in Italy with life here (food, weather, homes). Italian food tasting (pizza, pasta, gelato -allergens checked). FRIDAY 'TRIP TO ITALY' ROLE-PLAY DAY: set up an airport (check-in, passports, boarding passes), an aeroplane, and an Italian piazza with a pizzeria and gelato stall; children 'travel' to Italy and experience the food, language and landmarks.	Friday role-play resources prepared in advance: passports, boarding passes, suitcases, pizzeria props, Italian flag and music. Plural cultures honoured throughout.	between Italy and the UK. Talk about travelling to another country.
Expressive Arts & Design	The Italian flag has three colours: green, white and red. Italian art includes mosaics made from small tiles. Pizza can be designed and decorated with different toppings. Italian music includes opera and traditional songs (e.g. 'Funiculi, Funiculà').	Paint the Italian flag with intent. Make a mosaic by arranging small pieces (KFKS 8). Design and decorate a pretend pizza. Listen to and describe Italian music.	Italian flag painting (green, white, red). Roman / Italian mosaics using torn paper, tiles or pasta shapes. Design-a-pizza: paper-plate pizzas decorated with collage 'toppings'; or real pizza-making (cooking link) for the Friday trip. Landmark junk-modelling: build the Leaning Tower of Pisa or the Colosseum. Music: listen to Italian opera and 'Funiculi, Funiculà'; sing along to simple Italian songs. Role-play pizzeria and gelato stall for the Friday trip.	Real Italian music played daily. Mosaic and pizza materials prepared. Cooking activity supported with allergen checks. The Friday 'trip to Italy' showcases children's pizzeria, mosaics and landmark models as an end-of-week celebration.	Paint the Italian flag. Make a mosaic (KFKS 8). Design and decorate a pizza. Listen to and describe Italian music.
Physical Development	Different actions are needed to make and serve pizza (rolling, stretching, sprinkling). The bouncy-letter family is being secured. Mosaic and pasta-threading work needs fine motor precision. Italian-themed movement includes marching like Roman soldiers and balancing like a gondolier.	Move with control in Italian-themed PE (marching, balancing). Form letters from all four families. Use fine motor tools with precision for mosaics and pasta threading (KFKS 8). Form numerals 0–9 (KFKS 7).	Primary PE: Italian-themed movement - march like Roman soldiers, balance like a gondolier, move to Italian music. Outdoor: 'travel to Italy' obstacle course (pack the suitcase, board the plane, explore the piazza). Handwriting: all four letter families reviewed; numerals 0–9 (KFKS 7). Fine motor: rolling and stretching dough for pizza bases; threading dried pasta necklaces; placing mosaic tiles with tweezers. Dough Disco continued.	Italian music played during PE. Adults model movements and dough techniques. Fine motor work celebrated. Tripod grip checked (KFKS 6).	Move with control in Italian-themed PE. Form letters from all families. Use fine motor tools precisely (KFKS 8). Form numerals 0–9 (KFKS 7).

Week 6 -Easter Around the World & Spring (w/c 30/3/26)

Enquiry Question: *How do families celebrate Easter and welcome spring?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Different families celebrate Easter in different ways (some with church services, some with chocolate, some not at all). Spring vocabulary: bud, shoot, blossom, lamb, chick, daffodil. Spring is one of the four seasons. The natural world wakes up in spring.	Use spring vocabulary in their talk. Compare two Easter traditions. Listen attentively to a spring story. Articulate extended ideas about the changing season.	Daily reading: 'It's Spring!', 'The Tiny Seed' by Eric Carle, 'Spring Story' by Jill Barklem. Talking partners: 'I love spring because ____'. Spring vocabulary cards. Class spring display growing across the week. Outdoor spring walk to observe changes.	Photos from autumn revisited for comparison. Real spring objects (daffodils, catkins, blossom). Adults model wonder talk. Sentence stems: 'In spring I notice ____'.	Use spring vocabulary. Compare two Easter traditions. Listen attentively to spring stories. Articulate ideas about the season.
PSED	A rumour is something that is passed on and may not be true. If we are not sure whether something is true, we ask a trusted adult. Good listening helps our friendships as well as our learning. We have grown as listeners since September.	Ask a trusted adult when they are unsure whether something is true. Listen respectfully to a friend. Reflect on how their listening has grown this term.	Kapow: Self-regulation – Listening and following instructions, Lesson 6 (end of unit – rumours and checking with a trusted adult). Scenario talk: 'Someone said... but is it true? Who could we ask?' Reflection circle: 'What is the best thing I have learned this term?' Easter and spring celebration stories shared with careful listening. Class listening celebration.	Adults handle the rumour lesson concretely, using playground-style scenarios that always end with 'ask a trusted adult'. End-of-term tone is positive and reflective. Every child's growth as a listener named specifically.	Say who they could ask if they are not sure something is true. Listen respectfully to a friend. Reflect on their own learning this term. Show pride in their growth.
Literacy	Phase 4 review -all GPCs and tricky words taught. End-of-term writing showcases what children can now do. Re-reading and editing is part of good writing. We are writers!	Read most Phase 4 GPCs and tricky words automatically. Write a short piece independently. Re-read and edit their writing. Spell using all phonics taught (KFKS 9).	Little Wandle phonics -Phase 4 review week. Shared reading: 'The Tiny Seed', 'Jasper's Beanstalk' (Spring 2 finale). Writing: 'My favourite thing about Spring 2' -independent writing. End-of-term class portfolio for each child. Book corner: spring fiction and non-fiction. 3x weekly reading practice continued.	Phase 4 sound mat at every writing area. Stem: 'Say it slowly, write what you hear' (KFKS 9). Celebrate every child's writing. End-of-term portfolio sent home.	Read most Phase 4 GPCs and tricky words. Write independently. Re-read and edit. Spell using all phonics taught (KFKS 9).
Mathematics	Number bonds to 10 are the pairs that make 10 (0+10, 1+9, 2+8, 3+7, 4+6, 5+5). Bonds can be made of three parts too (e.g. 3+3+4 = 10). Double facts to 10 are 1+1, 2+2, 3+3, 4+4, 5+5. Recall of bonds is important for Year 1 readiness (KFKS 10).	Recall bonds to 10 with two parts (Block 5 Step 8). Show bonds to 10 with three parts (Block 5 Step 10). Find a double to 10 (Block 5 Step 11). Begin to recall doubles automatically (KFKS 10).	WR Spring Block 5 Step 8 -Bonds to 10 (2 parts): tens frame with two colours -many combinations. WR Spring Block 5 Step 10 - Bonds to 10 (3 parts): three-colour tens frame combinations. WR Spring Block 5 Step 11 -Doubles to 10: '2 eggs in each basket -what's the double?' Daily number-bond chant.	Tens frames central. Numicon and Numberblocks. Stem: '____ and ____ makes 10', 'Double ____ is ____'. KFKS 10 -daily quick-fire bonds practice.	Recall bonds to 10 with two parts. Show bonds with three parts. Find a double to 10. Begin to recall doubles (KFKS 10).
Understanding the World	Spring brings new life: lambs, chicks, ducklings, blossom, daffodils, baby plants. Easter is celebrated differently around the world (e.g. Greek Orthodox Easter, German Easter trees, Polish Easter baskets). The	Talk about new life in spring. Compare two Easter traditions from different countries. Recognise the four seasons cycle. Describe their immediate environment in spring.	Topic: 'To the world and beyond' -Easter Around the World and Spring. RE: 'What can we learn from stories?' end of unit -what stories have taught us. Investigation: real spring objects (eggs, seeds, daffodil bulbs); class chicks or ducklings if possible. Compare Easter from different countries	Real spring objects daily. Local-area spring walk. Class seasonal display extended. Plural celebrations honoured.	Talk about new life in spring. Compare Easter traditions. Recognise the four seasons. Describe spring in their environment.

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	natural world cycles through the four seasons.		(display photos). Class spring growing display.		
Expressive Arts & Design	Spring art uses bright, fresh colours. Mixed media can capture spring (paint, paper, real petals, twigs). Spring songs celebrate new life. Class end-of-term performance can showcase what we've learned.	Create spring artwork using mixed media. Sing spring songs confidently. Perform in a small group for parents. Combine techniques in artwork.	Spring artwork: mixed-media paintings with real petals and twigs. Songs: 'Spring Chicken', 'Lavender's Blue'. End-of-term class song-sharing for parents (informal). Free creative area with spring palette and natural objects.	Real spring materials brought in. Adults celebrate every child's contribution. End-of-term song-sharing kept low-pressure and joyful.	Create spring artwork. Sing spring songs. Perform in a small group. Combine techniques.
Physical Development	All four letter families and numerals 0–9 are now being applied across writing (KFKS 2/3/4/5, KFKS 7). The tripod grip is automatic for most (KFKS 6). Fine motor tools (scissors, threading, tweezers) are used independently (KFKS 8). Spring movement includes running, jumping, twirling.	Form letters and numerals confidently (KFKS 2/3/4/5/7). Use fine motor tools independently (KFKS 8). Run, jump and twirl in spring-themed PE. Maintain a tripod grip in almost all cases (KFKS 6).	Primary PE: spring-themed movement - twirling like blossom, hopping like lambs, leaping like spring chicks. Outdoor: end-of-term celebration games. Handwriting: review of all letter families (KFKS 2/3/4/5); numerals 0–9 (KFKS 7). Fine motor: end-of-term portfolio mounting. Dough Disco continued.	End-of-term individual handwriting and number formation observations. Tripod-grip celebrated (KFKS 6). Portfolio compiled for parents.	Form letters and numerals confidently (KFKS 2/3/4/5/7). Use fine motor tools independently (KFKS 8). Run, jump, twirl in PE. Maintain tripod grip in almost all cases (KFKS 6).