

EYFS Medium Term Plan-Spring 1

Reception-Thames Ditton Infant School

2026-2027

Overview of Enquiry Questions

Week	Theme	Enquiry Question
Week 1-w/c 4/1/27	Back to School & Winter	How is our world different in winter?
Week 2-w/c 12/1/27	Transport on Land	How do people travel on land?
Week 3-w/c 18/1/27	Transport on Water & Air	How do people travel on water and in the sky?
Week 4-w/c 26/1/27	Journeys & Maps	Where could a journey take us?
Week 5-w/c 1/2/27	Chinese New Year	How do families celebrate Chinese New Year?
Week 6-w/c 8/2/27	People Who Help Us	Who helps us in our community and how?

Week 1-Back to School & Winter (w/c 4/1/27)

Enquiry Question: *How is our world different in winter?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Winter vocabulary: frost, ice, frozen, slippery, bare, hibernate. The seasons follow a cycle (autumn → winter → spring). 'I noticed...' and 'I wondered...' are sentence stems for observation talk. Listening for longer periods means staying focused even when our minds want to wander.	Use winter vocabulary in their own talk. Listen for longer periods during shared reading. Articulate an observation using a sentence stem. Ask a 'why' question about something they notice.	Welcome-back circle: 'What did you do in the holiday?' Talking partners with sentence stems. Winter welly walk with magnifying glasses-looking for frost, ice, bare trees. Daily class discussion: 'What is different about our world now?' Listening corner: 'The Snowy Day' and 'One Snowy Night' audio. Vocabulary cards on display with photos.	Adults model rich winter descriptive language ('the grass is sparkling with frost'). Sentence stems on display: 'I noticed...', 'I wondered...', 'I think... because...'. Outdoor learning prioritised regardless of weather (waterproofs ready).	Use winter vocabulary in their own talk. Listen attentively for longer periods. Articulate observations using sentence stems. Ask 'why' questions about the natural world.
PSED	We can get better at something by trying and practising. Setting a goal means choosing something we want to get better at. 'I can't do it... YET.' Rules and routines help everyone make the right choices and keep everyone safe and happy.	Set and work towards a simple goal with adult support. Use 'I can't do it... YET' language. Settle quickly back into class routines. Support a friend who is finding settling in tricky.	Kapow: Managing self – Taking on challenges, Lesson 1 (setting a goal and keeping going). Set a personal target each: 'This term I will try to...' Class goal-tree display with everyone's goal. Resilience language modelled: 'I can't do it yet.' Class rules and routines revisited together. Buddy-up partners for any returning child finding settling tricky.	Adults emphasise the word YET in resilience language ('I can't tie my shoes YET'). Goal-tree displayed prominently and referred to weekly. Effort celebrated, not just achievement. Kapow challenge vocabulary used consistently: goal, try, practise, keep going.	Set a simple personal goal with adult support. Use 'YET' language when something is hard. Settle back into routines independently. Support a peer with growing empathy.
Literacy	GPCs ai, ee, igh, oa-Phase 3 long-vowel digraphs. Tricky words 'was', 'you', 'they'. A short sentence has a capital letter, finger spaces and a full stop. A non-fiction book gives us information-it tells us facts.	Recognise ai, ee, igh, oa on flashcards. Read 'was', 'you', 'they' on sight. Blend CVC words with new digraphs ('rain', 'feet', 'high', 'boat'). Write a short sentence about winter with a capital letter and full stop.	Little Wandle phonics-Phase 3 Week 1: ai, ee, igh, oa; tricky words 'was', 'you', 'they'. Shared reading: 'The Snowy Day' by Ezra Jack Keats, 'One Snowy Night' by Nick Butterworth. Writing: winter sentences ('I can see the snow. It is cold.'). Book corner: winter fiction and non-fiction. 3x weekly reading practice continued from Autumn 2.	Long-vowel digraphs added to sound mat with mnemonics. Stem: 'Say the sound, write the digraph.' (KFKS 9). Capital letters and full stops modelled at every shared write. Tripod grip checked (KFKS 6).	Recognise digraphs ai, ee, igh, oa. Read 'was', 'you', 'they' on sight. Blend CVC words with digraphs. Write a sentence about winter with capital letter and full stop (KFKS 9).
Mathematics	Zero means 'no things'. Zero comes before 1 on the number line. The numbers 0–5 can each be shown in different arrangements. Subitising means knowing how many without counting. The phrase 'I can see ____-I just know' supports subitising talk.	Recognise zero as 'nothing' (Block 1 Step 1). Find 0 to 5 in the environment (Block 1 Step 2). Subitise 0 to 5 in different arrangements (Block 1 Step 3). Use 'zero' and number names 0–5 confidently.	WR Spring Block 1 Step 1-Introduce zero: empty plate → 'how many?' Stories with zero (Pete the Cat and his missing cupcakes). WR Spring Block 1 Step 2-Find 0 to 5: number hunt in the classroom. WR Spring Block 1 Step 3-Subitise 0 to 5: dot-card flash, dice games, fingers. Tens-frame work with zero in different positions. Daily counting routine: '5... 4... 3... 2... 1... 0... blast off!' (rocket link to transport).	Numicon, dot cards, dice and ten frames all available. Sentence stems: 'There are zero ____', 'I see ____-I just know'. KFKS 7-numeral 0 formation taught. Outdoor counting woven into routines.	Recognise zero as 'nothing'. Find numerals 0–5 in the environment. Subitise 0–5 in different arrangements. Use 'zero' confidently in their talk.
Understanding the World	Winter is one of the four seasons. In winter the days are shorter, the weather is colder, and some trees are	Describe the weather and what they see, hear and feel outside. Investigate ice and water as states of matter.	Topic: 'Off we go' opening-but a focus first on the world around us in winter. RE: 'What makes a place special?'-introduction; our school in winter. Ice and water experiments:	Real ice and water for hands-on exploration. Magnifying glasses always available. Photos of the same trees in	Describe winter weather and conditions. Investigate ice and water. Make a comparison between autumn and winter.

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	bare. Ice forms when water gets very cold and freezes. Some animals hibernate (sleep through winter). Many people wear extra warm clothes in winter.	Compare an autumn tree photo with the same tree now. Recognise that the season has changed.	freeze water with objects in trays overnight; melt ice in a tray and discuss. Outdoor area: observation of trees, puddles and frost. Class winter display built across the week. Discussion: which animals hibernate?	autumn ready for comparison. Outdoor learning regardless of cold weather (with appropriate clothing).	Recognise the change of seasons.
Expressive Arts & Design	Cool colours-blue, white, silver, grey-match the feeling of winter. Frost patterns make swirling, branching shapes. Salt added to ice paint makes interesting textures. Winter music can be slow and gentle or icy and crisp.	Mix cool winter colours with intent. Use salt-and-ice painting to create a winter texture. Listen to and describe winter-themed music. Sing a class winter song.	Winter pictures: blue, white, silver paint on dark paper. Salt-and-ice painting (sprinkle salt onto wet paint for texture). Music listening: 'Winter' from Vivaldi's Four Seasons; 'Walking in the Air' from The Snowman. Sing: 'I'm a Little Snowman'. Free creative area with winter palette only.	Limit palette intentionally-cool colours only. Adults model mixing carefully. Quiet, atmospheric music in the listening area.	Mix cool winter colours. Use salt to create texture. Listen to and describe winter music. Sing a class winter song.
Physical Development	Cold-weather PE warm-ups raise our body temperature. The bouncy-letter family (m, n, r, b, p, h-KFKS 4) is now being secured. We can dress warmly using zips, buttons and laces-fine motor skills. We can balance on ice safely by walking slowly with our arms out.	Warm up properly before PE. Form bouncy-letter family with the tripod grip (KFKS 4 / KFKS 6). Manage their own coat, hat and gloves. Balance on uneven surfaces (icy days) with awareness.	Primary PE: warm-up routines and basic gymnastics. Outdoor: icy-day balance walks (where safe). Handwriting: bouncy-letter family continued (KFKS 4); review of numerals 0–5 (KFKS 7). Fine motor: zip practice, button boards, threading-bead snowmen. Dough Disco daily.	Adults model proper warm-up and explain why we warm up. Zip and button stations for independent practice. Tripod-grip checked at every writing session (KFKS 6).	Warm up properly before PE. Form bouncy-letter family with the tripod grip (KFKS 4). Manage own coat and gloves independently. Balance on uneven surfaces with awareness.

Week 2-Transport on Land (w/c 11/1/27)

Enquiry Question: *How do people travel on land?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Transport vocabulary: car, bus, lorry, train, bicycle, motorbike, tractor. Vehicles have parts: wheels, engine, doors, windows. The word 'how' starts a question about a process. Multi-step instructions can be remembered using actions.	Use transport vocabulary in their own talk. Listen to and follow a two-step instruction. Ask a 'how' question. Describe a vehicle using two or three details.	Topic launch: 'How did you get to school today?' tally. Talking partners: 'I came to school by...'. Vehicle vocabulary cards with real photos. Discussion: 'How do cars / buses / trains work?' Role-play bus station with destination signs and tickets. Listening: 'Naughty Bus' audio. Outdoor: pavement chalk roads, signs, vehicles.	Real-world photographs of vehicles displayed at child height. Sentence stems: 'A ____ has ____ and ____.' Adults model 'how' questions throughout the day. Tally chart kept on the working wall.	Use transport vocabulary. Follow a two-step instruction. Ask 'how' questions. Describe a vehicle using two or three details.
PSED	Rules help us make the right choices to keep everyone safe and happy. Road safety – Stop, Look, Listen, Think before crossing the road. A pedestrian is a person walking. A pavement is the safe place to walk.	Follow simple classroom and school rules with adult support. Recall the Stop, Look, Listen, Think road safety rule. Identify a safe place to cross. Continue working towards their personal goal.	Kapow: Managing self – Taking on challenges, Lesson 2 (why rules matter). Road safety teaching using floor mats and a 'pretend road'. Discussion: 'Which rules keep us safe? What would happen without them?' Pedestrian role play in the outdoor area. Daily goal check-in: 'How is your goal going?'	Use the official Tales of the Road or Think! Education materials. Practise Stop, Look, Listen, Think on a pretend road with real adult supervision. Adults link class rules to road rules explicitly – both exist to keep us safe. Send the road safety leaflet home.	Follow class and school rules with growing independence. Recall the road safety rule. Identify safe places to cross. Explain why a rule keeps us safe.
Literacy	GPCs oo (long, as in moon) and oo (short, as in book), ar, or. Tricky words 'my', 'by', 'all'. A label tells us what something is; a caption gives us a little more. Stories about journeys have a clear beginning, middle and end (where they start, what happens, where they end).	Recognise oo, oo, ar, or. Read 'my', 'by', 'all' on sight. Write labels for vehicles using known sounds (KFKS 9). Retell 'Naughty Bus' or a journey story with story language.	Little Wandle phonics-Phase 3 Week 2: oo, oo, ar, or; tricky words 'my', 'by', 'all'. Shared reading: 'Naughty Bus', 'The Train Ride'. Writing: vehicle labels for the role-play bus station; bus tickets; postcards from a journey. Book corner: transport fiction and non-fiction. 3x weekly reading practice continued.	New GPCs added to sound mat. Oral rehearsal before writing every session (KFKS 1). Display children's vehicle labels in the role-play area as 'real' signage.	Recognise GPCs oo, oo, ar, or. Read 'my', 'by', 'all' on sight. Write labels for vehicles with known sounds (KFKS 9). Retell a journey story.
Mathematics	The numbers 0–5 can each be represented in many ways. One more than a number is the next number. One less than a number is the number before. The composition of a number is its parts (e.g. 5 is made of 2 and 3, or 4 and 1).	Represent 0–5 using fingers, marks, ten frames, objects (Block 1 Step 4). Find 1 more than a number to 5 (Block 1 Step 5). Find 1 less than a number to 5 (Block 1 Step 6). Show the composition of 5 in different ways (Block 1 Step 7).	WR Spring Block 1 Step 4-Represent 0 to 5: ten frames, dot cards, fingers, marks. WR Spring Block 1 Step 5-1 more: 'one more bus arrives-how many now?' WR Spring Block 1 Step 6-1 less: 'one car drives away-how many left?' WR Spring Block 1 Step 7-Composition: part-whole models with vehicle counters. 5 little ducks-on-wheels song. Outdoor: counting vehicles passing the school (where safe).	Numicon, ten frames, dot cards always available. Sentence stems: 'One more than ____ is ____'; '____ and ____ makes ____'. KFKS 7 (numeral formation) and KFKS 10 (number bonds) embedded.	Represent 0–5 in multiple ways. Find 1 more and 1 less to 5. Show the composition of 5 in different ways. Use part-whole models confidently.
Understanding the World	Different types of land transport: car, bus, lorry, train, bicycle, motorbike, tram. Some vehicles use petrol or diesel;	Name several types of land transport. Compare an old vehicle with a modern one. Talk about how transport has	Topic: 'Off we go'-Transport on Land. RE: 'What makes a place special?'-places of journey (a station, a bus stop). Investigate: real / model vehicles handled and described.	Real-world examples and photos. Visitor or parent could bring in their bicycle to discuss. Adults model 'long	Name several types of land transport. Compare old and modern vehicles. Talk about how transport has changed.

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	some use electricity; bicycles need our legs. Vehicles have changed over time-old cars looked different from cars today. People in different places use different transport.	changed over time. Recognise some similarities and differences between transport in different places.	Photos of old vehicles vs new vehicles compared. Class discussion: 'How is a horse-and-cart different from a car?' Class timeline extended (transport then vs now). Map of UK / world showing different transport.	ago...' and 'now...' comparison talk.	Recognise transport differences between places.
Expressive Arts & Design	Junk modelling can be used to build vehicles. Wheels, doors, windows are parts of vehicle design. Vehicles can be printed using boxes and tubes. Vehicle sounds can be made with body percussion and instruments (engine vroom, horn beep).	Build a vehicle from junk modelling with intent. Print a vehicle picture using boxes and tubes. Combine instruments to make a vehicle soundscape. Sing along with transport songs.	Junk modelling vehicles-design, build, refine across the week. Box-print vehicle pictures (rectangular box bodies, circular wheels). Music: 'Wheels on the Bus', 'Down at the Station', 'The Train Is A-Coming'. Soundscape station: making vehicle sounds with instruments. Free creative area with vehicle templates and shape stencils.	Adults model design → build → refine cycle. Real photos of vehicles ready for reference. Display finished vehicles in the role-play area.	Build a junk-modelled vehicle. Print a vehicle picture with intent. Create a vehicle soundscape. Sing transport songs confidently.
Physical Development	Cycling and scooting need balance and steering. The bouncy-letter family continues to be secured (KFKS 4). Tools for transport models: scissors, tape, treasury tags, glue. Pedalling is a controlled rhythmic leg movement.	Pedal a trike or scoot a scooter with control. Steer around obstacles outdoors. Continue forming bouncy-letter family (KFKS 4). Use scissors, tape and tags to join junk-modelling pieces.	Primary PE: ball skills introduced-stopping a ball with different parts of the body. Outdoor: trike track and scooter route with cones. Handwriting: bouncy letter family review (KFKS 4); review numerals 0–5 (KFKS 7). Fine motor: precision-cutting wheels for junk models. Dough Disco daily.	Outdoor trike/scooter track set up with clear rules. Adults model controlled steering. Letter formation chants continued.	Pedal a trike or scoot a scooter with control. Steer around obstacles. Form bouncy-letter family (KFKS 4). Use tools to join pieces (KFKS 8).

Week 3-Transport on Water & Air (w/c 18/1/27)

Enquiry Question: *How do people travel on water and in the sky?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Water and air transport vocabulary: boat, ship, ferry, submarine, hot-air balloon, helicopter, plane, rocket. Some vehicles travel on water and some fly. We can compare two vehicles using 'same' and 'different'.	Use water- and air-transport vocabulary in their talk. Compare two vehicles using 'same' and 'different'. Listen attentively to a story and answer a 'how' question. Articulate ideas in well-formed sentences.	Vocabulary cards with real photos (boats and planes). Talking partners: 'I have been on a ____.' 'I have never been on a ____.' Discussion: 'How is a plane different from a boat?' Listening corner: 'Mr Gumpy's Outing' audio. Vocabulary wall extended.	Sentence stems: 'A ____ travels on/in ____', '____ and ____ are the same/different because...'. Photographs and small-world models of boats and planes.	Use water- and air-transport vocabulary. Compare two vehicles using 'same' and 'different'. Listen to a story and answer 'how' questions. Articulate ideas in well-formed sentences.
PSED	Goals can be small and big – both matter. We get better at things by practising them. When we achieve a goal we feel proud. Waiting for a turn is part of working together.	Celebrate when they achieve a small goal. Wait patiently for a turn. Show pride in their own achievement. Encourage a peer in their goal.	Kapow: Managing self – Taking on challenges, Lesson 3 (practising and getting better). Class goal-tree updated; celebrate every goal achieved this week. Discussion: 'What have you practised and got better at?' Patience games (taking turns to launch boats, waiting for a slow-moving vessel). Pride wall photographed and sent home.	Adults celebrate goals specifically and verbally ('I noticed Aisha tied her own shoes today – she has achieved her goal!'). Practice, not talent, framed as the thing that makes us better. Patience modelled at adult-led tasks.	Celebrate a small goal achieved. Wait patiently. Show pride in their own achievement. Encourage a peer.
Literacy	GPCs ur, ow, oi, ear. Tricky words 'are', 'sure', 'pure'. A list is one item under another. Postcards are short, written messages sent on a journey.	Recognise ur, ow, oi, ear. Read 'are', 'sure', 'pure' on sight. Write a postcard from a journey using known sounds (KFKS 9). Re-read writing to check it makes sense.	Little Wandle phonics-Phase 3 Week 3: ur, ow, oi, ear; tricky words 'are', 'sure', 'pure'. Shared reading: 'Mr Gumpy's Outing', 'The Train Ride', 'The Sea Tiger'. Writing: postcards from imaginary journeys ('I am on a boat. I can see fish!'). Book corner: water- and air-transport books. 3x weekly reading practice continued.	Postcard templates with picture-side and writing-side. Stem: 'Say it slowly, write what you hear' (KFKS 9). Tricky-word display updated.	Recognise GPCs ur, ow, oi, ear. Read 'are', 'sure', 'pure'. Write a postcard with known sounds (KFKS 9). Re-read writing.
Mathematics	Conceptual subitising means recognising a small group within a bigger group (e.g. seeing 5 as 3 + 2). Mass is how heavy something is. A balance scale tips down on the heavier side. Capacity is how much something can hold (full, half full, empty).	Conceptually subitise quantities to 5 (Block 1 Step 8). Compare the mass of two objects on a balance (Block 2 Step 1). Find a balance-when two sides weigh the same (Block 2 Step 2). Explore capacity in the water tray (Block 2 Step 3).	WR Spring Block 1 Step 8-Conceptual subitising to 5: dot cards arranged in 'two and three' style. WR Spring Block 2 Step 1- Compare mass: balance scales with two objects; predict which is heavier. WR Spring Block 2 Step 2-Find a balance: 'How many cubes balance one apple?' WR Spring Block 2 Step 3-Explore capacity: water tray with cups, jugs, scoops; sand tray for capacity. Vehicles can be heavy or light, full or empty (boats carry cargo).	Real bucket balances, real measuring jugs. Sentence stems: 'The ____ is heavier than the ____', 'This jug is full/half full/empty'. Stem: 'I see 5-I see 3 and 2'. KFKS 7 daily.	Conceptually subitise 5 as smaller groups. Compare mass of two objects. Find a balance. Explore capacity in the water tray.
Understanding the World	Water transport: boat, ship, ferry, submarine, kayak. Air transport: helicopter, plane, hot-air balloon, rocket. Some vehicles can only travel on certain surfaces. Different	Name several water and air vehicles. Predict whether a real object will float or sink. Test predictions in the water tray. Talk about how people travel in different places.	Topic: 'Off we go'-Transport on water and air. RE: 'What makes a place special?'- special places people travel to. Float and sink investigation: predict and test with junk-modelling vehicles in the water tray. Discussion: 'Why does a boat float but a	Water tray accessible with floating objects. Prediction cards for testing. Real photos of transport across the world. Magnifying glasses to look at vehicles.	Name water and air vehicles. Predict floating and sinking. Test predictions. Recognise different transport in different places.

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	parts of the world rely on different transport.		stone sinks?' Photos of transport from different countries. Class timeline extended.		
Expressive Arts & Design	Wet-on-wet painting works well for sea and sky. Paper folding makes a hot-air balloon basket and a paper aeroplane. Sea and sky music has a flowing or swooping quality. Boats and planes can be added to a class mural.	Use wet-on-wet painting for sea/sky scenes. Fold and stick a paper boat or aeroplane. Listen to and describe flowing or swooping music. Add to a class transport mural.	Wet-on-wet painted sea and sky backgrounds. Paper-folded boats and planes added on top. Music: 'Sail Away' (sea shanties); 'Aquarium' from Carnival of the Animals; 'Flight of the Bumblebee'. Group transport mural built across the week.	Adults model wet-on-wet technique slowly. Origami modelled step by step with visual instructions. Group mural created collaboratively.	Use wet-on-wet painting. Fold and stick a boat or plane. Listen to and describe music. Contribute to a class mural.
Physical Development	Throwing, catching, kicking and rolling are different ball skills. The zig-zag letter family begins (v, w, x, z, k-KFKS 5). Origami requires precise folding. Boats float because they spread their weight over water.	Throw, catch and roll a ball with growing accuracy. Form zig-zag letter family (KFKS 5). Fold paper precisely along a line. Hold a tripod grip in almost all cases (KFKS 6).	Primary PE: ball skills-kicking ball with feet to a partner; passing using inside of foot. Outdoor: ball games with hoops as targets. Handwriting: zig-zag letter family introduced (v, w, x, z, k) (KFKS 5). Fine motor: origami boats and planes; precision folding. Dough Disco continued.	Zig-zag family chant taught ('down, across, down-zig zag!'). Tripod grip checked at every writing session (KFKS 6). Outdoor ball-skills station with clear targets.	Throw, catch and roll a ball with growing accuracy. Form zig-zag letter family (KFKS 5). Fold paper precisely. Maintain tripod grip in almost all cases (KFKS 6).

Week 4 - Journeys & Maps (w/c 26/1/27)

Enquiry Question: *Where could a journey take us?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	A journey has a start, a middle and an end. Maps show us where things are and how to get from one place to another. Direction vocabulary: left, right, forward, back, straight on. Time connectives: first, then, next, after that, finally.	Describe a journey using direction vocabulary. Follow a multi-step instruction in a role-play context. Use time connectives to recount a journey. Listen attentively to a journey story.	Daily reading: 'Rosie's Walk' (revisited from Autumn), 'We're Going on a Bear Hunt' (winter version), 'The Train Ride'. Talking partners with direction language. Map-talk: 'How would you get from the carpet to the door?' Class journey-stems on display. Outdoor: treasure-hunt journey following a simple map.	Direction-vocabulary arrows displayed. Sentence stems: 'First I went ____, then I turned ____, finally I arrived at ____'. Real maps and small-world maps available.	Describe a journey using direction vocabulary. Follow a multi-step instruction. Use time connectives to recount a journey. Listen attentively to journey stories.
PSED	Some challenges take a long time – we keep going even when we are tired. A coping strategy helps when something feels hard: take a breath, ask for help, try a different way, rest and come back to it. Encouraging others helps them keep going.	Persevere with a long activity. Use a simple coping strategy when something is hard. Encourage a friend to keep going. Reflect on a goal they are still working towards.	Kapow: Managing self – Taking on challenges, Lesson 4 (simple coping strategies). Discussion: 'Have you ever done something hard? What helped you keep going?' Coping-strategy cards made and displayed. Class goal-tree updated. 'Encouragement cards' – children write or draw encouragement for a friend.	Adults celebrate perseverance specifically. Sentence stems for encouragement: 'You can do it!', 'Keep going!' Coping-strategy cards referred to in real moments of frustration, not only in the lesson.	Persevere with a long task. Name and use one coping strategy. Encourage a friend. Show pride in completing something difficult.
Literacy	GPCs air, er; double letters review. Tricky words: review of all Phase 3 tricky words taught. A journey story has a setting, a problem and a resolution. Innovation means keeping a story structure and changing the details.	Recognise air, er. Read all Phase 3 tricky words taught. Innovate 'Rosie's Walk' with a new journey. Write a sequence of sentences using time connectives.	Little Wandle phonics-Phase 3 Week 4: air, er; review of all Phase 3 tricky words. Shared reading: 'Rosie's Walk' (innovation), 'The Train Ride'. Writing: 'My Journey to School' map and sentences ('First I left my house. Then I crossed the road. Finally I arrived at school.'). Book corner: journey stories. 3x weekly reading practice.	Time-connective wordmat (First / Then / Next / Finally) on every writing area. Oral rehearsal before writing every session (KFKS 1). Real-life writing audience: 'My Journey to School' display.	Recognise air and er. Read Phase 3 tricky words. Innovate a familiar story. Write a sequence of sentences using time connectives.
Mathematics	Comparing capacity means finding which container holds more or less. The numbers 6, 7 and 8 are in the counting sequence after 5. The numbers 6, 7 and 8 can each be represented in different ways. One more than 5 is 6; one more than 6 is 7; one more than 7 is 8.	Compare capacity of two containers (Block 2 Step 4). Find 6, 7 and 8 in the environment (Block 3 Step 1). Represent 6, 7 and 8 using fingers, ten frames, marks (Block 3 Step 2). Find 1 more than a number to 8 (Block 3 Step 3).	WR Spring Block 2 Step 4-Compare capacity: water tray; 'this jug holds more than that bottle'. WR Spring Block 3 Step 1-Find 6, 7 and 8: counting routines, journeys with 6 stops, 7 stickers, 8 wheels. WR Spring Block 3 Step 2-Represent 6, 7, 8: ten frames (full bottom row + 1/2/3 on top). WR Spring Block 3 Step 3-1 more: 'one more passenger gets on the bus.' Counting steps on a journey outdoors.	Ten frames are the key visual for teen-bridge numbers ($5 + 1 = 6$, $5 + 2 = 7$, $5 + 3 = 8$). Stem: 'There are 5 and 1 more-that's 6'. Numicon and Numberblocks visuals. KFKS 7-numeral formation 6, 7, 8 daily.	Compare capacity of two containers. Find 6, 7 and 8 in the environment. Represent 6, 7, 8 in multiple ways. Find 1 more to 8.
Understanding the World	A map shows places and routes from a bird's-eye view. Symbols on a map mean different things (a road, a building, a river). Our local area has familiar landmarks (the high street, the park, the church, our school). The world	Read a simple symbol map of the classroom. Talk about the route from home to school. Find a landmark in the local area on a map. Recognise different countries on a globe.	Topic: 'Off we go'-Journeys and Maps. RE: 'What makes a place special?'-places special to us in the local area. Class map of the local area on display. Children draw their journey to school. Outdoor: 'follow the map' game with marked points. Globe in the	Real maps of Thames Ditton / Surrey for local exploration. Globe and atlas at child height. Google Maps used on the IWB for 'flying' to children's home countries.	Read a simple symbol map. Describe a route from home to school. Find a familiar landmark on a map. Recognise different countries on a globe.

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	has many countries we can visit on a map.		classroom for reference. Discussion: 'Where in the world would you go?'		
Expressive Arts & Design	A map can be drawn with symbols and a key. Mixed media (paper, paint, fabric, found objects) can make a map. Train and bus rhythms have a steady beat ('clickety-clack', 'beep-beep'). Stamping rhythms can match journey vehicles.	Draw a map with simple symbols. Combine mixed media in a map artwork. Tap a steady rhythm. Move to music in different journey styles.	Mixed-media maps: paper roads, fabric rivers, stickers for landmarks. Music: 'Down at the Station', 'The Wheels on the Bus'. Rhythm work: copy-and-call 'clickety-clack' on body percussion. Map drawing area with felt pens and rulers. Outdoor: chalk maps drawn on the playground.	Adults model simple map drawing. Real maps and atlas on display for reference. Rhythm patterns built up by call-and-response.	Draw a map with simple symbols. Combine mixed media. Tap a steady rhythm. Move expressively to journey music.
Physical Development	Zig-zag letter family continues to be taught (KFKS 5). Direction commands (left, right, forward, back) link to body awareness. Riding a bike or scooter requires balance and coordination. Number formation 6, 7, 8 needs careful directionality (KFKS 7).	Move in different directions on command (left, right, forward, back). Form zig-zag letter family with the tripod grip (KFKS 5 / KFKS 6). Steer a bike or scooter with growing control. Form numerals 6, 7, 8 (KFKS 7).	Primary PE: ball skills continued-moving the ball or beanbag using the inside of the foot. Outdoor: direction games ('Simon says-take 3 steps forward'). Handwriting: zig-zag letter family continued (KFKS 5); numerals 6, 7, 8 (KFKS 7). Fine motor: precision map-drawing with fine pens. Dough Disco continued.	Direction commands modelled with body movement. Letter and numeral formation chants. Tripod grip celebrated (KFKS 6).	Move in different directions on command. Form zig-zag letter family (KFKS 5). Form numerals 6, 7, 8 (KFKS 7). Steer with growing control.

Week 5-Chinese New Year (w/c 1/2/27)

Enquiry Question: *How do families celebrate Chinese New Year?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Chinese New Year is a big celebration in China and in Chinese families around the world. Vocabulary: dragon, lion dance, lantern, red envelope, zodiac, fortune. The Chinese zodiac has 12 animals. Each year is named after an animal.	Use Chinese New Year vocabulary in their talk. Listen attentively to the Chinese zodiac story. Use comparative connectives: 'similar to', 'different from'. Talk about a celebration in their family.	Daily reading of 'The Great Race' (Chinese zodiac story). Talking partners: 'My family celebrates ____ by ____'. Vocabulary cards with photos and Mandarin characters. Visitor (where possible) or video about a family celebrating Chinese New Year. Discussion: 'What is similar to / different from Christmas?'	Real artefacts essential-red envelopes, paper lanterns, fans, chopsticks. Visitor invited if possible. Adults respectful of cultural sensitivity. Sentence stems on display.	Use Chinese New Year vocabulary. Listen attentively to the zodiac story. Use 'similar to' and 'different from'. Talk about a family celebration.
PSED	We can share our own opinion and listen to somebody else's. Different families celebrate different new-year festivals. Taking part in group routines means helping, sharing and tidying together.	Share their opinions in different sized groups. Listen respectfully to a celebration story from another culture. Cooperate in a group to make Chinese New Year crafts. Talk about a family tradition of their own.	Kapow: Managing self – Taking on challenges, Lesson 5 (sharing our opinions and working together). Discussion: 'What new-year celebrations do we know?' in pairs, then in small groups, then as a whole class. Visitor or video. Group craft challenge with shared resources and a shared tidy-up job.	Respectful, curious tone; plural celebrations celebrated. Adults scaffold opinion-sharing from partner talk up to the whole class so that every child speaks. Parents who celebrate invited in to share.	Share an opinion in a pair and then in a larger group. Listen respectfully to celebration stories. Cooperate on a shared craft. Talk about a family tradition.
Literacy	GPCs: end-of-Phase-3 review of all digraphs and trigraphs taught. Tricky words: all Phase 3 tricky words taught reviewed. Chinese New Year vocabulary spelt with Phase 3 phonics. Cards and short messages have a real audience.	Recognise all Phase 3 GPCs taught. Read all Phase 3 tricky words taught. Write a Chinese New Year card with capital letter and full stop (KFKS 9). Re-read writing to check it makes sense.	Little Wandle phonics-Phase 3 Week 5: review of all Phase 3 GPCs and tricky words. Shared reading: 'The Great Race', 'Bringing in the New Year' by Grace Lin. Writing: Chinese New Year cards; labels for class display. Book corner: Chinese New Year books and Chinese folk tales. 3x weekly reading practice continued.	Real audience-children make a card to take home. Sound mat with all Phase 3 GPCs on display. Stem: 'Say it slowly, write what you hear' (KFKS 9).	Recognise all Phase 3 GPCs. Read all Phase 3 tricky words. Write a Chinese New Year card (KFKS 9). Re-read writing.
Mathematics	One less than a number to 8 (Block 3 Step 4). Composition of 6, 7 and 8-these numbers are made of smaller parts (Block 3 Step 5). Pairs of socks: 2, 4, 6, 8 are even numbers; 1, 3, 5, 7 are odd numbers (Block 3 Step 6). Doubling means putting two groups of the same size together.	Find 1 less than a number to 8 (Block 3 Step 4). Show the composition of 6, 7, 8 in different ways (Block 3 Step 5). Make pairs and identify odd and even numbers (Block 3 Step 6). Find a double to 8 (Block 3 Step 7).	WR Spring Block 3 Step 4-1 less: 'One dragon goes back into the box-how many now?' WR Spring Block 3 Step 5-Composition of 6, 7, 8: part-whole models with Chinese New Year counters. WR Spring Block 3 Step 6-Make pairs (odd and even): 'Can each lantern have a partner?'. WR Spring Block 3 Step 7-Doubles to 8: 'one red envelope on each side-what's the double?'. Counting routines with Chinese New Year vocabulary. Lucky-number talk: '8 is a lucky number in Chinese tradition.'	Numicon, ten frames, part-whole models. Sentence stems: 'Double ____ is ____', 'I have made a pair', '____ is even/odd'. KFKS 10 (number bonds) and KFKS 7 (numeral formation) embedded.	Find 1 less to 8. Show composition of 6, 7, 8. Identify odd and even by pairing. Find a double to 8.
Understanding the World	Chinese New Year is celebrated in China and in Chinese families worldwide. The celebrations include dragon dances, lion dances, lanterns, red envelopes (lucky money), and family meals. The	Talk about Chinese New Year as one celebration. Find China on a globe or world map. Compare a Chinese New Year tradition with a UK tradition. Use new cultural vocabulary.	Topic: 'Off we go'-Chinese New Year. RE: 'What makes a place special?'-special places to people of Chinese heritage. Real artefacts: red envelopes, lanterns, chopsticks, fortune cookies (allergens checked). Globe and world map with China highlighted. Discussion: 'How is Chinese	Visitor (where possible)-invite a parent or community member who celebrates. Real food tasted (with allergen checks). Plural celebrations always honoured.	Talk about Chinese New Year. Find China on a globe. Compare with a UK tradition. Use cultural vocabulary.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	Chinese zodiac assigns an animal to each year. China is a country on the other side of the world from the UK.		New Year similar to / different from our new year on 1st January?'		
Expressive Arts & Design	Chinese paper-cutting uses careful folding and cutting. A dragon dance uses long, snaking, controlled movement. Red and gold are traditional Chinese New Year colours. Chinese music has different instruments (erhu, drums, cymbals).	Cut a simple Chinese paper-cutting pattern (KFKS 8). Move in a dragon dance with one or two peers. Use red and gold with intent in artwork. Listen to and describe Chinese music.	Chinese lantern making (paper, fold, cut, glue). Class dragon parade: children make heads and a long fabric tail; dance through the playground. Chinese paper-cut hearts and animals. Music: traditional Chinese New Year music (drums and cymbals). Free creative area with red and gold palette.	Adults model paper-cutting safely with safety scissors. Dragon dance rehearsed in small groups first. Real Chinese New Year music played daily.	Cut a Chinese paper-cutting pattern (KFKS 8). Move in a dragon dance with peers. Use red and gold with intent. Listen to and describe Chinese music.
Physical Development	Chinese dance movements include controlled stepping, snaking, and arm movements. The zig-zag letter family is being secured (KFKS 5). Numerals 0–9 are being used confidently (KFKS 7). Chopsticks are a precision fine motor tool.	Move with controlled stepping in a dance. Form zig-zag letter family confidently (KFKS 5). Form all numerals 0–9 (KFKS 7). Use chopsticks (or chopstick-style tweezers) to pick up objects.	Primary PE: dragon dance and traditional Chinese movement. Outdoor: dragon parade. Handwriting: zig-zag letter family secured (KFKS 5); numerals 0–9 review (KFKS 7). Fine motor: chopsticks (children's training chopsticks) to pick up pompoms; Chinese paper-cutting. Dough Disco continued.	Chopsticks introduced with adult guidance. Children's training chopsticks (banded together) used first. Letter and numeral formation reinforced daily.	Move with controlled stepping. Form zig-zag letter family (KFKS 5). Form numerals 0–9 (KFKS 7). Use chopsticks with growing control.

Week 6-People Who Help Us (w/c 8/2/27)

Enquiry Question: *Who helps us in our community and how?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	'People Who Help Us' include doctors, nurses, dentists, firefighters, police officers, postal workers, refuse collectors, lollipop people, librarians. Vocabulary: emergency, uniform, equipment, service. We can ask 'What does your job involve?' to find out more.	Use vocabulary for community helper roles. Ask a 'what' or 'why' question to a visiting speaker. Listen attentively to a visitor. Articulate ideas in well-formed sentences.	Daily talk about people who help us. Talking partners: 'I would like to be a ___ when I grow up because...'. Visitor: a community helper if possible (parent, school nurse, lollipop person). Vocabulary cards with photos of helpers and their equipment. Discussion: 'Who has helped you this week? How?'	Visitor invited if possible- parents are a brilliant resource. Photos of every job with key vocabulary on display. Sentence stems: 'A ___ helps us by ___'.	Use vocabulary for community helper roles. Ask a question to a visitor. Listen attentively. Articulate ideas in well-formed sentences.
PSED	Some choices are right and some are wrong in familiar situations. The adults who help us can be found at home, at school and in our community. We can help too – by tidying, sharing and caring for our classroom. Goals can be about who we want to be when we grow up.	Recognise some right and wrong choices in familiar situations. Identify a trusted adult they could ask for help. Take part in group routines by helping, sharing, tidying and caring for the classroom. Talk about a job they would like to do when they are older.	Kapow: Managing self – Taking on challenges, Lesson 6 (end of unit – making good choices and helping others). Discussion: 'Who could we ask for help if...?' Right-choice / wrong-choice sorting using familiar classroom scenarios. Classroom jobs rota launched. 'When I grow up' goal pictures. Class goal-tree celebration.	Adults name and reinforce all the helpers in school. Right and wrong choice scenarios drawn from real classroom life. Asking for help treated as a strength. Every child's term goal acknowledged.	Recognise a right and a wrong choice in a familiar situation. Identify a trusted adult. Help, share and tidy as part of class routines. Show pride in goals achieved.
Literacy	End of Phase 3-all GPCs and tricky words secured. A simple fact sentence ('A doctor helps people who are ill.') tells us a piece of information. Re-reading and editing our writing helps us check it makes sense. Letters thank somebody for something they have done.	Read most Phase 3 GPCs and tricky words automatically. Write a thank-you letter to a community helper. Re-read writing to check it makes sense. Use capital letters and full stops in their writing.	Little Wandle phonics-Phase 3 secure / Phase 4 introduction (CCVC words from Phase 4). Shared reading: 'A Day in the Life of a Firefighter', 'Going to the Hospital' (Topsy and Tim). Writing: thank-you letters to school helpers (lunchtime supervisors, caretaker, office staff, head teacher). Book corner: 'people who help us' books. 3x weekly reading practice continued.	Real audience again-thank-you letters delivered to actual school staff. Phase 3 review with confidence. Children's editing modelled at every shared write.	Read most Phase 3 GPCs and tricky words automatically. Write a thank-you letter with capital letter and full stop (KFKS 9). Re-read writing. Spell using Phase 3 phonics.
Mathematics	A double is made by combining two equal groups (Block 3 Step 8). Combining two groups gives a new total-addition (Block 3 Step 9). Conceptual subitising is recognising small groups within a larger group (Block 3 Step 10). Doubles to 8: 1+1=2, 2+2=4, 3+3=6, 4+4=8.	Make a double to 8 with concrete objects (Block 3 Step 8). Combine two groups to find a new total (Block 3 Step 9). Conceptually subitise quantities to 8 (Block 3 Step 10). Use 'first, then, now' to describe combining.	WR Spring Block 3 Step 8-Make a double: 'I have 3 plasters, my partner has 3 plasters-together we have 6.' WR Spring Block 3 Step 9-Combine two groups: 'first 4 firefighters, then 3 more arrive, now...'. WR Spring Block 3 Step 10-Conceptual subitising: dot cards arranged in clear small groups. Role-play hospital with 'how many patients' counting. Outdoor: combining groups of helpers (3 police officers + 2 firefighters).	Ten frames, Numicon, part-whole models always available. Stems: 'Double ___ is ___', 'First ___, then ___, now ___'. KFKS 10 (number bonds to 10 building) embedded.	Make a double to 8. Combine two groups to find a new total. Conceptually subitise to 8. Use 'first, then, now' to describe combining.
Understanding the World	Community helpers have specific roles (doctors heal, firefighters fight fires, police	Name and describe roles of community helpers. Compare a helper's job today with the	Topic: 'Off we go'-People Who Help Us. RE: 'What makes a place special?'-places where helpers work (hospital, fire station, police	Visitor essential where possible-parents are valuable. Real photos and artefacts.	Name community helper roles. Compare a helper's job then and now. Use vocabulary

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	keep us safe). Each helper has a uniform and special equipment. We have many helpers in school: teachers, TAs, office, kitchen, caretaker, head. Helpers from long ago looked different (old uniforms, different equipment).	same job long ago. Use new vocabulary about helpers in talk. Talk about helpers in their own life.	station, church). Real artefacts: a police officer's hat, a stethoscope, a firefighter's helmet. Photos of helpers then-and-now (1950s nurse vs modern nurse). Visitor (where possible). Class display: 'Helpers in Our Community'.	Then-and-now comparison work.	about helpers. Talk about helpers in their own life.
Expressive Arts & Design	Role-play uniforms and props help us 'become' a character. Drama needs a problem and a resolution. Songs about helpers have repeating refrains. Helpers can be drawn with care for their key features (uniform, equipment).	Use role-play props and uniforms in pretend play. Develop a simple drama with a problem and resolution. Sing a 'People Who Help Us' song with the class. Draw a community helper with attention to detail.	Role-play areas: hospital, fire station, post office. Drama: enacting a fire emergency, a hospital visit, a parcel delivery. Songs: 'When I Grow Up', 'Five Little Firefighters'. Drawing area: helpers' portraits with care for uniform and equipment.	Real-looking props and uniforms in role play. Drama scaffolded with story-cards. Adults model careful drawing.	Use role-play props with intent. Develop a simple drama. Sing a class song. Draw a helper with attention to detail.
Physical Development	Curly, long, bouncy and zig-zag letter families have all been taught (KFKS 2/3/4/5). Numerals 0–9 are now in routine practice (KFKS 7). Tripod grip is automatic for most children (KFKS 6). Sports Day skills (running, jumping, throwing) being built.	Form letters from all four letter families (KFKS 2/3/4/5). Form numerals 0–9 (KFKS 7). Hold a pencil with the tripod grip in almost all cases (KFKS 6). Run, jump and throw with control.	Primary PE: ball skills consolidation; running and jumping games. Outdoor: 'rescue mission' obstacle course. Handwriting: review of all four letter families (KFKS 2/3/4/5); numerals 0–9 review (KFKS 7). Fine motor: 'doctor' fine motor station (plaster sticking, tweezer 'splinter removal'). Dough Disco continued.	End-of-half-term celebration. Individual handwriting observations for transition into Spring 2. Tripod grip celebrated.	Form letters from all four families (KFKS 2/3/4/5). Form numerals 0–9 (KFKS 7). Tripod grip in almost all cases (KFKS 6). Run, jump and throw with control.