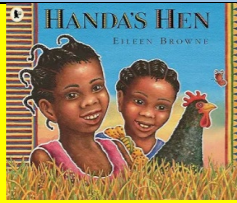



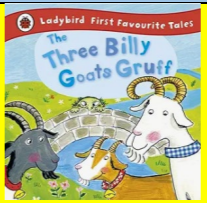
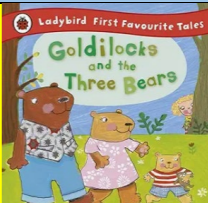




<b>Term 5</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Term 5: Literature Link</b>							
<b>Term 5</b> 20/04/2026 22/05/2026	<b>Spring</b>	<b>Classical Fairy tales</b>	<b>Classical Fairy tales</b>	<b>Classical Fairy tales</b>	<b>Classical Fairy tales</b>	<b>Classical Fairy tales</b>	
22 <sup>nd</sup> April Earth Day	<b>Day: Earth Day</b>						
<b>Maths</b> Number Numerical Patterns	Review and repeat knowledge and skills to be further embedded from Term 1-4.						
<b>Love of reading</b> Word Reading Comprehension	Each book provides opportunities to read and engage with text, language development, rhymes, action songs and poems and opportunities to explore sensory aspects of the text						
<b>Phonics</b> Word Reading	Phonemes o, c, k and blend words cat, cup, cap, coin, kite, kit and omit blending for o						
<b>Writing</b>	Writes some letters from own name with support. Attempts letter-like shapes in play and adult-led activities. Uses marks and symbols to communicate meaning. Copies familiar letters from environmental print. Demonstrates improved control when drawing and writing.						
<b>Rhyme time</b> Listening and Attention Comprehension Word Reading	Each rhyme covers listening, syllables, rhyming, alliteration and sound knowledge						
<b>Science</b> The Natural World	Explore materials with different properties.						
<b>Geography</b> People, Culture and Communities The Natural World	Use and follow prepositional language.						



<p><b>History</b> People, Culture and Communities Past and Present</p>		<p>Sequence events.</p>	
<p><b>RE</b> Self-Regulation Managing Self Building Relationships People, Culture and Communities</p>	<p>Find solutions to conflicts and rivalries, for example accepting that not everyone can be Spiderman in the game and suggesting other ideas.</p>		
<p><b>Computing</b></p>	<p>Completes a simple program on an electronic device. Can create content and draw pictures on a screen.</p>		
<p><b>DT</b> Creating with Materials Being Imaginative</p>	<p>To choose suitability of different materials and resources to fit their purpose.</p>		
<p><b>Art</b> Creating with Materials Being Imaginative</p>	<p>Use drawing to represent ideas like movement or loud noises.</p>		
<p><b>Music:</b> Creating with Materials Being Imaginative</p>	<p>Sing the pitch of a tone sung by another person ('Pitch Match'). Sing the melodic shape (Moving melody, such as up and down, down and up) of familiar songs.</p>		
<p><b>PSHE: Jigsaw</b> Self-Regulation Managing Self Building Relationships</p>	<p><b>PSHE: Relationships</b> To tell you about my family. To understand how to make friends if I feel lonely. Know some of the things I like about my friends. Know what to say and do if somebody is mean to me. Know to work together and enjoy being with my friend.</p>		
<p><b>Physical Education</b> Gross Motor Skills Fine Motor Skills</p>	<p>Continue to develop their movement, balancing, riding (Scooters, trikes and bikes) and ball skills.</p>		

