



Week:	PSED- Jigsaw:	Literacy:	Maths:	Topic:	Topic 2:
<p>Week 1: 23.02.26</p>	<p>Healthy Me: (1) Weekly Celebration: Have Made a Healthy Choice (Everybody's Body) <u>Intent:</u> I understand that I need to exercise to keep my body healthy.</p> <p><u>Session:</u> Reflect on favourite sports and physical activity interests. Recognise talents and what happens when they persevere with exercise. Monday</p> <p>Science: Humans • Learn about how to take care of themselves - Ongoing each week linked to Jigsaw</p> <p>Zones of Regulation: 22. (1) How do I feel? Tuesday (end of the day)</p>	<p>Literacy Unit: Fiction Nat Fantastic (Part One) <u>Intent:</u> Hook into superheroes. Understand how people have positive attributes. Build emotional literacy around feeling proud and handling positive attention. Develop Oracy around the key focus lens groups.</p> <p>Develop Oracy around the key focus lens groups. Develop skills of being a brave writer, beginning to focus on key skills of sentence construction. Develop understanding of early conventions of writing. E.g. Writing from left to right. 2 Sessions Mon, Tues</p> <p>Phonics Review Phase 3, ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear. <u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these new digraphs / trigraphs. Write words containing these new digraphs / trigraphs. Write high frequency words. Daily</p>	<p>Length, Height and Time</p> <p>Step 1: Explore Length Step 2: Compare Length Step 3: Explore Height Step 4: Compare Height Step 5: Talk About Time Step 6: Order and Sequence Time</p> <p><u>Intent:</u> Develop skills of comparison and accurate use of language around measurements. Focus on effective use of stem sentences and build in opportunities for children to use and apply problem solving skills. 4 Sessions Tues-Fri</p>	<p>Discover RE - Discovery Question: What is Easter? Religion: Christianity Concept: Salvation (1) Signs of Spring <u>Intent:</u></p> <ul style="list-style-type: none"> ○ Links to Seasons: Show humans and animals coping with Winter & Spring ○ Identify signs of Spring on a spring walk outside. ○ Plant sunflowers or another seed to watch these grow over time in choosing time. <p>Wednesday</p> <p>Computing: E-Safety: Health and Wellbeing</p> <p>Intent: I can identify rules that help keep us safe and healthy in and beyond the home when using technology. Thursday</p>	<p>PE - PEPE Sporty Superheroes (Multi Skills) Session (1) Finding Your Superpower Friday</p> <p>Science- Forces: • Compare how a marble moves through different liquids.</p> <p><u>Intent:</u> Link to Supertato, with the green pea marbles travelling and moving through different liquids. Challenge children to explore which liquid slows the evil pea down most effectively!</p> <p>Science- Forces: • Compare how different objects move through air.</p> <p><u>Intent:</u> Create your own superhero balloon rocket, making observations about time, air resistance and thrust. Choosing Linked Challenges</p>

		<p>BSL- Teach: Basic: more, less, help, rest, need, sleep</p> <p><u>Shared Reading:</u> (3 New Plus Review Previous) Supertato Series by Claire Freedman; Detective Dan by Maloney and Woodward Daily</p>			
<p>Week 2: 02.03.26</p> <p>WORLD BOOK DAY Thursday 5th March</p> <p>4/3/26 Wednesday 10am Handwriting Katie Steps Drop In</p>	<p>Healthy Me: (2) Weekly Celebration: Have eaten a healthy, balanced diet (We like to move it, move it!) <u>Intent:</u> I understand how moving and resting are good for my body.</p> <p><u>Session:</u> Play active games and engage in range of physical activities. Recognise what is happening to their heart rate and physical body reactions and how to look after themselves. Monday</p> <p>Zones of Regulation: 23. (2) My Zones Across the School Day</p>	<p>Literacy Unit: Fiction Nat Fantastic (Part Two) <u>Intent:</u> Hook into superheroes. Understand how people have positive attributes. Build emotional literacy around feeling proud and handling positive attention. Develop Oracy around the key focus lens groups. Develop Oracy around the key focus lens groups. Develop skills of being a brave writer, beginning to focus on key skills of sentence construction. Develop understanding of early conventions of writing. E.g. Writing from left to right. 3 Sessions Mon/Tues/Wed</p> <p>Phonics: Review Phase 3 er, air. Words with double letters & longer words.</p>	<p>Building 9 and 10 Step 1: Find 9 and 10 Step 2: Compare Numbers to 10 Step 3: Represent 9 & 10 Step 4: Conceptual Subitising to 10</p> <p><u>Intent:</u> Focus on building children's understanding of the numbers 9-10, focusing on recognition and composition. Deepen children's subitising skills and ability to represent these numbers in a range of different contexts through the use of concrete resources and different manipulatives. Deepen understanding of 1 more and 1 less through early addition and subtraction skills, focusing on using different representations. Focus on</p>	<p>Thursday - World Book Day Linked Activities</p> <p>DT Mechanisms: Early Folding Skills Finger Puppets Drawing and joining/folding paper/card. <u>Intent:</u> Explore and experiment with different mark making to represent an idea / character. Use joining and cutting skills effectively to create this into a simple finger puppet design, which can then be purposefully used within play. Thursday choosing time</p> <p>Early History: Winston Churchill (1) Who was the famous man who invented the onesie?</p>	<p>PE - PEPE Sporty Superheroes (Multi Skills) Session (2) The Missing Pet Cat Friday</p> <p>Science- Forces: • Observe how materials travel through the air by dropping into containers. Understand key vocabulary of gravity and air resistance.</p> <p><u>Intent:</u> Objective above. Link to superheroes travelling with resources.</p> <p>Science- Forces: • Compare how different paper aeroplanes fly.</p> <p><u>Intent:</u> Explore how objects can move and travel through the air,</p>

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		<p><u>Intent:</u> Recall digraph / trigraph sounds. Blend words containing these new digraphs / trigraphs. Write words containing these new digraphs / trigraphs. Write high frequency words. Daily</p> <p>BSL- Teach: superheroes: villain, superhero, house, save, help, book, superpower</p> <p><u>Shared Reading:</u> (3 New Plus Review Previous) A Superpower Like Mine by Dr Ranj; A Superhero Like You by Dr Ranj; Thunder Boots by Naomi Jones (Dyslexia) Daily</p>	<p>learning number bonds 0-10. Children to develop their problem solving and reasoning skills when engaging with word problems. 4 Sessions Tues-Fri</p> <p>Computing: Data and Information</p> <p>Intent: Begin to engage with some simple data handling on Tens Frames, collecting information about children's interests. Reflect on this information to decide what we have found out. Within Maths Choosing Provision</p>	<p><u>Intent:</u> Read the story of 'Theo and the Velvet Onesie'. Focus on developing children's vocabulary and understanding of similarities and differences, making links to the Great Fire of London. Thursday / links to end of the day story</p>	<p>comparing how different types of paper can move. Choosing Linked Challenge</p>
<p>Week 3: 09.03.26</p>	<p>Healthy Me: (3) Weekly Celebration: Have been physically active (Food, Glorious Food) <u>Intent:</u> I know which foods are healthy and not so healthy and can make eating choices.</p> <p><u>Session:</u> Model an unhealthy sandwich and debate why. Reflect on how to create a balanced diet and</p>	<p>Literacy Unit: Non-Fiction Professions Fact Files <u>Intent:</u> Develop hinterland knowledge of key job roles and professions. Develop Oracy around the key focus lens groups. Develop skills of being a brave writer, beginning to focus on key skills of sentence construction. Develop understanding of early conventions of writing. E.g. Writing from left to right.</p>	<p>Building 9 and 10 Step 5: 1 More Step 6: 1 Less Step 7: Composition to 10 Step 8: Bonds to 10 (2 Parts)</p> <p><u>Intent:</u> Focus on building children's understanding of the numbers 9-10, focusing on recognition and composition. Deepen children's subitising skills and ability to represent</p>	<p>MONDAY - STEM WEEK Challenges - TBC</p> <p>Early History: Winston Churchill (2) Why do we remember Winston Churchill? / (3) How do we remember Prime Minister Winston Churchill?</p> <p><u>Intent:</u> Know key reasons why Winston Churchill was an extra-ordinary person. Explore sources noticing</p>	<p>PE - PEPE Sporty Superheroes (Multi Skills) Session (3) The Stolen Chicken Eggs Friday</p> <p>Science- Forces: • Compare how cars move down ramps/gutters.</p> <p><u>Intent:</u> Link to emergency vehicles and transport. Challenge children to create their own ramps</p>

	<p>engage in practical experiences.</p> <p>Enrich: Children to make healthy sandwiches or another healthy cooking project.</p> <p>Link into Kenya Pen pals by sharing their cookery project.</p> <p>Monday</p> <p>Zones of Regulation: 24. (3) Caution! Triggers Ahead (Part A)</p> <p>Healthy Me: (5) Weekly Celebration: Know how to be a good friend and enjoy healthy relationships (Keeping Clean)</p> <p>Intent: I can wash my hands thoroughly and understand why this is important, especially before I eat and after I go to the toilet.</p> <p>Session: Reflect on use of cleanliness and healthy living. Make links to children's use of toileting and snack as</p>	<p>2 Sessions - Tuesday / Wednesday</p> <p>Phonics: Words with two or more digraphs. Intent: Recall digraph sounds. Blend words containing these new digraphs. Write words containing these new digraphs. Write high frequency words. Daily</p> <p>BSL- Teach: colours: red, green, yellow, blue, white, brown, black, purple, orange,</p> <p>Shared Reading: (3 New Plus Review Previous) A Scientist Like Me by Dr Shini Somara; Busy People Book Series - Nurses and Doctors; Look Up! By Nathan Bryon; Rhinos Don't Eat Pancakes by Anna Kemp; Daily</p>	<p>these numbers in a range of different contexts through the use of concrete resources and different manipulatives.</p> <p>Deepen understanding of 1 more and 1 less through early addition and subtraction skills, focusing on using different representations. Focus on learning number bonds 0-10.</p> <p>Children to develop their problem solving and reasoning skills when engaging with word problems. 4 Sessions Tues-Fri</p>	<p>the impact he made during WW2, focusing on his radio speeches. Thursday</p> <p>Science: Humans</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. <p>Intent: Look at photos and books about inspirational people ·Encourage children to talk about how their friends and family are the same and different, making links to job roles. Choosing & Within Literacy</p>	<p>and investigate what surfaces, gradient and textures support the vehicles to move quickly to their destination. Choosing Linked Challenge</p>
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	<p>prime examples and how they can improve.</p> <p>Enrich: Science Pepper Experiment linked to hand washing and good hygiene.</p>				
<p>Week 4: 16.03.26</p>	<p>Healthy Me: (4) Weekly Celebration: Have tried to keep themselves and others safe (Sweet Dreams) <u>Intent:</u> I know how to help myself go to sleep and understand why sleep is good for me.</p> <p><u>Session:</u> Reflect on bedtime routines and think about how to improve their own current sleep patterns. Develop strategies to look after mental health and review mental health toolkit. Monday</p> <p>Enrich: Children to create dreamcatchers to take home to place into their bedrooms.</p> <p>Zones of Regulation:</p>	<p>Literacy Unit: Fiction The Proudest Blue (Part One) <u>Intent:</u> This story provides an opportunity for our co-hort of children to explore diversity, as they can make connections between different faiths and explore other traditions and approaches to life through dress and clothing. It also provides our children with the chance to explore Respect at a deeper level, as they reflect on how social groups can interact. Develop Oracy around the key focus lens groups. Develop skills of being a brave writer, beginning to focus on key skills of sentence construction. Develop understanding of early conventions of writing. E.g. Writing from left to right. 3 Sessions - Mon, Tues, Wed</p>	<p>Building 9 and 10 Step 9: Make Arrangements of 10 Step 10: Bonds to 10 (3 parts) Step 11: Doubles to 10 (Find a Double) Step 12: Doubles to 10 (Make a Double) Step 13: Explore Even and Odd</p> <p><u>Intent:</u> Focus on building children's understanding of the numbers 9-10, focusing on recognition and composition. Deepen children's subitising skills and ability to represent these numbers in a range of different contexts through the use of concrete resources and different manipulatives. Deepen understanding of 1 more and 1 less through early addition and subtraction skills, focusing</p>	<p>Early History: Winston Churchill (4) What must it have been like to grow up in a palace? <u>Intent:</u> Know key landmarks around London. Understand why these landmarks have importance and significance to Winston Churchill. Explore sources, inferring how change has taken place over time, recognising similarities and differences between sources. Wednesday</p> <p>Science: Humans • Understand how people are unique, with similarities and differences.</p> <p><u>Intent:</u> Challenge children to make fingerprints, using ink pads to explore their own fingerprint pattern and how</p>	<p>PE - PEPE Sporty Superheroes (Multi Skills) Session (4) Terrible Tornado! Friday</p> <p>Science- Forces: • Observe magnets and how materials interact with them.</p> <p><u>Intent:</u> Explore how magnets work with a range of different objects. Magnets can be placed onto superhero arms to test this out as a hook to learning. Choosing Linked Challenge</p>

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	<p>25. (4) Caution! Triggers Ahead (Part B)</p>	<p>Phonics: Longer words, words ending in 'ing' & compound words. Intent: Recall digraph and trigraph sounds. Blend longer words containing these new digraphs. Write longer words containing these new digraphs. Write high frequency words. Daily</p> <p>BSL- Teach: feelings: how are you? calm, anxious, scared, joy</p> <p>Shared Reading: (3 New Plus Review Previous) Little People, Big Dreams: -Marie Curie -Sir Captain Tom Moore -Florence Nightingale Daily</p>	<p>on using different representations. Focus on learning number bonds 0-10. Children to develop their problem solving and reasoning skills when engaging with word problems. 4 Sessions Tues-Fri</p>	<p>these are all unique and special to you. Choosing Time</p>	
<p>Week 5: 23.03.26</p>	<p>Healthy Me: (6) Weekly Celebration: Know how to keep calm and deal with difficult situations (Stranger Danger) Intent: I know what a stranger is and how to stay safe if a stranger approaches me. Session: Share the story of Little Red Riding Hood and discuss</p>	<p>Literacy Unit: Fiction The Proudest Blue (Part Two) Intent: This story provides an opportunity for our co-hort of children to explore diversity, as they can make connections between different faiths and explore other traditions and approaches to life through dress and clothing. It also provides our children with the chance to explore Respect at a deeper level, as they reflect</p>	<p>MATHS SPRING ASSESSMENT WEEK (Around about here, to be moved earlier if needed) Children to work through assessments 1:1 and provision to reflect gaps or prior learning needed to be recapped. RE - Discovery Question: What is Easter?</p>	<p>Early History: (5) Where does the Prime Minister live? Intent: Know key landmarks around London. Understand why these landmarks have importance and significance to Winston Churchill. Know and understand where the home of the prime minister is. Know who the current prime minister is and know</p>	<p>PE - PEPE Sporty Superheroes (Multi Skills) Session (5) Alien Invasion! Options to use activities from Superheroes Unite! And Hero vs Villain if needed Friday Science: Space (Our Amazing Planet / Planets)</p>

	<p>how you don't always know someone's intent. Share social stories via widget and link to drama. Act out scenarios and encourage children to use the shared stem sentences to practice responses.</p> <p>Writing Opportunity - Seeking Children to write asking for letters for chicks!</p> <p>Zones of Regulation: 26. (5) Exploring Sensory Support Tools</p> <p>Phonics: Review and Assessment Week <u>Intent:</u> Deliver 1:1 Phonics Assessments to focus on analysing children's progress.</p>	<p>on how social groups can interact. Develop Oracy around the key focus lens groups. Develop skills of being a brave writer, beginning to focus on key skills of sentence construction. Develop understanding of early conventions of writing. E.g. Writing from left to right.</p> <p>2 Sessions - Mon, Tues</p> <p>Phonics: Longer words, words with 's' in the middle, words ending in 's' & words with 'es' at end. <u>Intent:</u> Recall digraph and trigraph sounds. Blend longer words containing these new digraphs. Write longer words containing these new digraphs. Write high frequency words. Daily</p> <p>BSL- Teach: professions: police, fire fighter, teacher, scientist, vet</p> <p>Shared Reading: (3 New Plus Review Previous) Whose House? By Colin & Jacqui Hawkins; Percy at the Palace by Antona Keavey; Paddington at the Tower by Michael Bond Daily</p>	<p>Religion: Christianity Concept: Salvation (2) Easter - A Christian Celebration (Part One) <u>Intent:</u></p> <ul style="list-style-type: none"> Sort Easter and Non-easter stimuli Understand key symbols of Easter; have they ever had a special experience at Easter? E.g. Easter Egg Hunt <p>Wednesday</p> <p>RE - Discovery Question: What is Easter? Religion: Christianity Concept: Salvation (3) Easter - A Christian Celebration (Part Two) <u>Intent:</u></p> <ul style="list-style-type: none"> Recognise and understand key symbols and images from the Easter story Reflect on Jesus feelings within the story. Reflect on chronology in comparison to the Nativity. <p>Storytime</p>	<p>some past recent prime ministers. Thursday</p>	<p><u>Intent:</u> explore the composition of the planet, representing land and water.</p>
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