



		Week Beginning: 23.02.26	Week Beginning: 02.03.26	Week Beginning: 09.03.26	Week Beginning: 16.03.26	Week Beginning: 23.03.26	Week Beginning: 30.03.26
Diary Dates		YR to Church 25.03.26 St David's Day 01.03.26	World Book Day 05.03.26	Mother's Day 15.03.26	St Patrick's Day (17.03.26) EID (20.03.26)	CRIBS Easter Play 23.03.26 Autism Awareness Day 02.04.26 Parents Evening 24.03.26 And 26.03.26	
Literacy	Shared Text – End of the day	Children's choice	Children's choice	Children's choice	Children's choice	Children's choice	Children's choice
	English Text	Shu Lin's Grandpa	WORLD BOOK WEEK 2026 "Lovely little ladybird" <i>Once Upon a Remix: Meet Goldilocks!</i> "Squirrel Storytime Fun" "A Super Spring" "The Velveteen Rabbit"	Bear Shaped	The Most Exciting Eid	Tad	
	Writing	<p>Comprehension: <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 					

	Phonics	ELS Review	ELS Review	ELS Review	ELS Review	ELS Review	ELS Review
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Communication and language		Continuous throughout the day	Continuous throughout the day	Continuous throughout the day	Continuous throughout the day	Continuous throughout the day	Continuous throughout the day
Maths		<p>WRM – Capacity Explore and compare Capacity</p> <p>Building 6,7,8</p> <p>Find and Represent 6,7,8</p> <p>Conceptual subitising</p> <p>Odd and even</p> <p>1 more/1 less</p>	<p>WRM – Length, height and time</p> <p>Explore and compare length</p> <p>Explore and compare height</p> <p>Talk about time</p> <p>Order and sequence time</p>	<p>WRM – Building 9 & 10</p> <p>Find 9 & 10</p> <p>Compare numbers to 10</p> <p>Represent 9 and 10</p> <p>Conceptual subitising to 10</p> <p>1 more/1 less</p>	<p>WRM – Building 9 & 10</p> <p>Composition to 10</p> <p>Bonds to 10 (2 parts)</p> <p>Make arrangements of 10</p> <p>Bonds to 10 (3 parts)</p>	<p>Doubles to 10 (find a double)</p> <p>Doubles to 10 (make a double)</p> <p>Explore even and odd</p>	
RE	<p>SALVATION</p> <p>Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians)</p>	<p>Why is a palm cross a special symbol?</p>	<p>Why do churches have crosses in them?</p>	<p>Why do people need a bridge to God?</p>	<p>Why do Christians believe that Easter Sunday is the most important day of all?</p>	<p>Why do Christians put a cross in an Easter Garden?</p> <p>Why do we have Easter Eggs?</p>	
Understanding the World	Past & Present	<p>St David's Day</p>		<p>Exploring life in the past</p>	<p>St Patrick's day</p>		
	People, Culture & Communities				<p>Eid</p>	<p>Autism- We are all different</p>	
	The Natural World	<p>Where is China on the map?</p> <p>Panda</p>		<p>Daffodil experiment</p>	<p>Eid moon and star baking</p>	<p>Life cycles (frog)</p>	

	Forest School- Twigs and trees	Filling buckets with water- math's extention	Andy Goldsworthy inspired art	Teddy Bears Picnic	Easter Garden	Mini Easter Scavenger hunt	
Expressive Arts and Design	Music	New Beginnings	New Beginnings	New Beginnings	New Beginnings	New Beginnings	
	Art/DT	Panda Bear or Dragon Sock DIY	Yu Rong peer portraits	Mother's Day crafts Bear Art	Using colour to represent mood Printing Artists that have portrayed water, nature, animals	Easter Cards Floor art – painting with water and chalks	
Physical development	PE -	Ball skills, Feet 1: Explore moving with a ball using our feet	Ball skills, Feet 1: Develop moving with a ball using our feet	Ball skills, Feet 1: Develop dribbling	Ball skills, Feet 1: Understand dribbling	Ball skills, Feet 1: Develop dribbling against an opponent	
Personal, Social, Emotional Development		Continuous throughout day	Continuous throughout day	Continuous throughout day	Continuous throughout day	Continuous throughout day	
PSHE curriculum My Life		Healthy Habits	Balance	Challange	Opportunities	Autism Awareness	
Other areas of learning	Role play area	Inside: Chinese Restaurant / Vet / Art Gallery					
		Outside: Mud Kitchen, theatre, construction, home corner					
	Outdoor areas	Writing area, Maths area, Reading den, Mud Kitchen, Planting, Art area, Sand area, Water area, Construction zone, Physical area, Music hut					