

Spring 1 2026

Year- 1/2

Class- Witham

Topic: *City Visit*Reading area: **Reading City**

| Week<br>beginning                  | Phonics<br>RWI<br><br>SC group                           | Guided<br>Reading<br><br>Grey level | English  | Active<br>English<br><br>SPAG                                | Mathematics<br><br>Y1<br><br>Y2   | PE  | Geography  | Art Week<br>1-3<br>DT Week<br>4-6  | Music  | Science   | RE   | PSHE<br>Jigsaw<br>Dreams and<br>Goals | Computing<br>PM 1.7 &2.1   |
|------------------------------------|--|-------------------------------------|--|--|---|---|--|--|--|---|--|---------------------------------------|--|
| <b>6th<br/>January</b><br>(4 days) | RWI<br>Spelling U1<br><br>/or/ spelt 'a'<br>before l/ ll | Looking<br>After a<br>Hamster       | The Queen's<br>Hat<br><br>(sequence,<br>verbs focus) | Noun<br>Phrases<br><br><i>Common<br/>Exception<br/>words</i> | <b>Count<br/>forwards,<br/>backwards<br/>and<br/>represent<br/>numbers to<br/>50</b><br><br>Properties<br>of 2D<br>shapes | RealPE YR2<br>Gym<br>Unit 1<br><br>Core<br>Unit 3 | Seven<br>continents -<br>name and<br>locate on<br>global map | Illustrations<br>& architects<br><br>Discuss<br>preferences<br>and identify<br>sketches. | Act II<br><br>Handbells<br>and singing<br>for<br>performance | Identify and<br>name a<br>variety of<br>materials                 | To<br>understand<br>what a<br>creator is.                | My treasure<br>chest to<br>success    | To<br>understand<br>that<br>computer<br>programs<br>work by<br>following<br>instructions<br>called code. |
| <b>12th<br/>January</b>            | RWI<br>Spelling U2<br><br>Soft c                         | How Silly!                          | The Queen's<br>Hat<br>(Alternative<br>Narrative)     | Noun<br>Phrases<br><br>Days of the<br>week                   | <b>One more,<br/>one less<br/>and<br/>comparing<br/>within 50</b><br><br>Properties<br>of 3D<br>shapes                    |   | Five oceans-<br>name and<br>locate on<br>global map          | Drawing<br><br>Lines,<br>shading,<br>density   |  | Identify<br>objects and<br>the materials<br>they are<br>made from | To explore<br>Christian<br>beliefs<br>about<br>creation. | Steps to<br>goals                     | To<br>understand<br>what<br>objects<br>and actions<br>are.   |

Spring 1 2026

Year- 1/2

Class- Witham

Topic: *City Visit*Reading area: **Reading City**

|   |  |                                  |   |   |   |  |   |   |  |   |   |  |   |
|---|--|----------------------------------|---|---|---|--|---|---|--|---|---|--|---|
| <b>19th January</b>   | RWI<br>Spelling U3<br><br>Adding the suffix -y     | WailingWinn<br>y's Car Boot Sale | Paddington's<br>guide to<br>London<br><br>Non-<br>chronological<br>report                 | Noun<br>Phrases<br><br><i>Common<br/>Exception<br/>words</i>                                    | <b>Order and<br/>estimate<br/>within 50</b><br><br>Division   |  | Countries of<br>the UK- maps<br>of different<br>scales      | Drawing<br><br>Apply<br>drawing<br>skills to<br>drawing<br>London and<br>local<br>landmarks |  | Identify<br>simple<br>properties of<br>materials                    | To identify<br>what 'The<br>Fall'<br>teaches<br>Christians<br>about God<br>and human<br>nature. | Achieving<br>together-<br>Dream<br>Wellies | To use an<br>event to<br>control an<br>object.                                    |
| <b>26th January</b>   | RWI<br>Spelling U4<br><br>Adding the<br>suffix -y  | Toad                             | News paper<br>report<br>(features)<br><br>The Tiger<br>who came to<br>tea<br>(experience) | Noun<br>Phrases<br><br><i>Proof-<br/>reading<br/>capital<br/>letters<br/>and full<br/>stops</i> | <b>Addition<br/>within 20</b><br><br>Division -<br>equations<br>and problem<br>solving              |  | Local maps-<br>vocab and<br>aerial views<br><br>Map symbols | Design a<br>Ferris Wheel<br><br>Wheel<br>mechanisms   |  | Compare<br>absorbency<br>properties of<br>materials                 | To explore<br>jewish<br>beliefs<br>about<br>creation.   | Stretchy<br>Learning                       | To begin to<br>understand<br>how code<br>executes<br>when a<br>program is<br>run. |
| <b>2nd February</b><br><br><i>6th-<br/>NSPCC<br/>Number<br/>Day</i> | RWI<br>Spelling U5<br><br>Adding the<br>suffix -ly | Andrew                           | News paper<br>report on:<br>The Tiger<br>who came to<br>tea.                              | Noun<br>Phrases<br><br><i>Suffix- ed<br/>and ing in<br/>past<br/>progressiv<br/>e form</i>      | <b>Subtraction<br/>within 20</b><br><br>Fractions -<br>recognise $\frac{1}{2}$<br>and $\frac{1}{4}$ |  | Local walk to<br>follow local<br>map                        | Planning the<br>build<br><br>Select<br>appropriate<br>materials                             |  | Compare<br>transparency<br>properties of<br>a range of<br>materials | To explore<br>Muslim<br>beliefs<br>about<br>creation.   | Overcoming<br>obstacles                    | To<br>understand<br>how to use<br>the scale<br>attribute.                         |

Spring 1 2026

Year- 1/2

Class- Witham

Topic: *City Visit*Reading area: **Reading City**

|                     |                    |              |   |   |  |  |   |  |  |   |   |                          |   |
|---------------------|--------------------|--------------|---|---|--|--|---|--|--|---|---|--------------------------|---|
| <b>9th February</b> | RWI<br>Spelling U6 | Dear Vampire | Real life event<br>recount of the<br>local walk | Noun<br>Phrases<br><br><i>Proof-<br/>reading:<br/>tense<br/>consistency/<br/>grammatical<br/>accuracy</i> | <b>Mixed addition<br/>and<br/>subtraction<br/>within 50</b><br><br>Unit and<br>non-unit<br>fractions |  | Make a local<br>map- aerial<br>view from the<br>walk<br><br>Application of<br>symbol<br>knowledge | Building the<br>frame and<br>wheels<br><br>Build, test &<br>evaluate |  | Compare<br>buoyancy<br>properties of<br>a range of<br>materials | To explore<br>humanist<br>beliefs<br>about<br>creation. | Celebrating<br>successes | To plan and<br>make a<br>computer<br>program. |
|---------------------|--------------------|--------------|---|---|--|--|---|--|--|---|---|--------------------------|---|

**Cross curricular writing-** Geography- description of our local area**Author focus:** Michael Bond**Poem of the term:** *Wasp on the Tube* by Chrissie Gittins**Book of the Term:** *Paddington* by Michael Bond**Foundational Number Knowledge & Skills:**Year 1

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals
- Represent and use number bonds and related addition and subtraction facts within 20

Year 2

- *Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.*
- *Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100*