



Spring 2026

Willow Termly Plan

There will be more information in detailed medium-term plans for Y1 units.

Week	Date	Theme & English Text	Phonics <i>Year R</i> <i>Year 1</i>	Maths <i>Year R</i> <i>Year 1</i>	Forest School (Explore the natural world around them) (Describe what they see, hear and feel whilst outside.)	PE	Understanding the World (Science, Geography & History) & Expressive Arts and Design (Art, Music & Design Technology)	RE All: What does it mean to belong to a faith community? All: Why is Easter special to Christians?	PSHE Year 1: Living in the wider world: (One world)	Vocabulary & Experiences Role Play
1	6 th to 9 th January (4 days)	Winter (Understanding the effect of changing seasons on the natural world around them.) The Gruffalo & The Gruffalo's Child ~	Revisit Level 2 sounds and tricky words Revision of level 5 sounds (Revision of level 3 sounds)	Subitising Subtraction	The rules and expectations Compass Directions How do we know it is Winter?	Dance ~ Winter Gymnastics	Science & Geography: Choose a tree in the school grounds, photograph it in the Winter and mark on a map of the school grounds where it is. Art: Paint a background using different shades of blue paint, add a Winter tree by blowing ink.		Care, Share and Be Fair How does this look in the classroom? Good listener rules	cold, warm, snow, ice, frost, squirrel, rabbit, fox, badger, duck, hedgehog, mouse, mice, mole, share, kind
2	12 th to 16 th January		j, v, w, x no, go, I, the, me 'ir' saying /ur/ (Level 4)	Counting, ordinality and cardinality Subtraction	Collect natural objects from around the Wild Area and create a piece of natural art. Compare to the natural art made in the Autumn. Look at similarities and differences.	Dance ~ The Lost Toy Gymnastics	Science ~ Seasonal Changes How do we know it is Winter? Y1: Record the weather over a week. Compare with the weather in the Autumn. Past and Present (History) ~ Kings and Queens Focus on King Charles III, Queen Elizabeth II, Queen Victoria, Queen Elizabeth II and William I.	What do you belong too?	How did you feel when watching the puppet show? Explore how different feelings were felt at different times of the performance and record thoughts.	Puppet Show ~ The Ugly Duckling (Watch and talk about dance and performance art, expressing their feelings and responses)
3	19 th to 23 rd January	Explore ice using the words liquid and solid. What do you know about Winter? What is the weather like? What do you wear in the winter? Additional stories:	y, z, zz, qu, ch he, she Spelling the, to	Composition	Make bird feeders and hang from the trees in the Wild Area.	Dance ~ The Lost Toy Gymnastics		Belonging to the school community.	Making the right choice.	The Vets

		One Snowy Night Lost in the Snow One Winter's Day Dear Polar Bear Snow Bear Frog in Winter	'ue' saying /oo/ (Level 4)	Place Value within 20		Where did they live? Explore the main features of a castle and use construction kits to build castles.	What world faiths are the children aware of?		
4	26 th to 30 th January	Use charcoal to draw pictures. Look for footprints in the snow. Play Gruffalo games and do puzzles. Act out the story. Focus teaching on . . . Sentence Construction	sh, th (unvoiced), th (voiced), ng we. me. be	Place Value within 20	Make ice lanterns ready to freeze.	Dance ~ The Lost Toy Gymnastics Create nature inspired sculptures from clay, observational drawings of objects from nature, learn about artists who have used nature in their pieces of art, focus on Andy Goldsworthy and create land art in the same style and different sizes. Year R over the term: Sculpture ~ Handle, feel, enjoy and manipulate materials. (gloop) Construct shapes and models) junk modelling) Create mud sculptures. Add natural materials to clay to make a 3D piece of art.	How do Christians and Muslims show they belong?	Who keeps us safe? Create a list that we will refer to during the term. What are the 'helping' services? How do we know what jobs people do? Look at uniforms and talk about how people help	
5	2 nd to 6 th February Nature Week	Adjectives	ai, ee was Spelling no. go, I	Composition Addition and subtraction within 20	What forces do you use when exploring the Wild Area?	Team Building Gymnastics Drawing ~ Use a variety of drawing tools. Use drawings to tell a story. Investigate different lines. Explore different textures. Encourage accurate drawings of people. (Return to and build on their previous learning, refining ideas and developing their ability to represent them.)	How do Hindus show they belong?	What is a safe place?	
6	9 th to 13 th February Children's Mental Health Week		'igh' & 'oa' my 'aw' and 'au' saying or	Counting, ordinality and cardinality	Explore Floating and Sinking	Team building Gymnastics Music ~	Parable Explore the story Jesus told about 'The Lost Coin'	Explore feelings in relation to	Love, Heart, St Valentine Feelings, happy, excited

	Target Children Assessment week			Addition and subtraction within 20	When Pond Dipping		Loud & Quiet Explore body percussion and musical instruments	Why did Jesus tell this story?	feeling safe.	Being special
Half Term										
7	23 rd to 27 th February	Mr Wolf's Pancakes Focus teaching on . . . Question Marks Exclamation Marks Chinese New Year ~ The Year of the Horse The Chinese New Year story How is Chinese New Year celebrated?	'oo' (long), 'oo' (short), 'ar' you 'ow and 'oe" saying /oa/ Revision of level 4.	Counting, ordinality and cardinality Length Revision of making 10 & Addition and subtraction within 20	Art ~ The Big Build Create a large piece of land art.	Team building Gymnastics	Continue with the above themes for the next two weeks. Science ~ Forces What is a force? Explore moving toys in the classroom. What forces were used when making pancakes? The theme will continue over this half term where the children will become familiar with the word forces in relation to making things move with a push or a pull. They will explore how things move on different surfaces and use the word friction.	Shrove Tuesday Why do we celebrate Shrove Tuesday? Learn about Ash Wednesday and Lent. How do Christians and Muslims welcome babies into their faith community?	(Recognise that people have different beliefs and celebrate special times in different ways.) Chinese New Year How is Chinese New Year celebrated? Taste prawn crackers and try using chopsticks	Rat Ox Tiger Rabbit Dragon Snake Horse Goat Monkey Cockerel Dog Pig 12 First, second, third Race River

10	16 th to 20 th March	Puffin Peter Hot and cold places Focus on joining words & Plurals	Practise all Level 3 GPCs covered so far and assess Assessments	Composition Mass & Volume	Making a record of the signs of Spring spotted last week. Using iPads take photographs of the signs of Spring and then make a collage of the pictures using Pic Collage	Dance ~ Dance ~ On Safari Gymnastics	<i>Explore Atlases</i> <i>identify hot and cold countries.</i> Art ~ Drawing people	Why do Christians Celebrate Easter? Make an Easter Garden? What do we need to put in the garden?	Bravery When have you been brave?	environment protect
11	23 rd to 27 th March	Easter The Easter Story How do we celebrate Easter? Make an Easter card with a cross Easter egg hunt	Level 3 Revision of Digraphs and Trigraphs /ph/saying /f/	Mass & Volume Mass & Volume	The Cross is a symbol of forgiveness Create a piece of land art in the shape of a cross.	Dance ~ On Safari Gymnastics	Study the painting by Leonardo da Vinci called 'The Last Supper'. Working as a class create a collage of the painting using different materials including fabric.	Easter What do the children know about Easter? Story: The Easter Story as told from the donkey's point of view.	Resources	Forgiveness Salvation Palm Sunday, Good Friday, Easter. Jesus, cross, donkey, tomb

Reception End Points

Spring

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive arts and design
<i>Listening, Attention and Understanding</i> To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures. To retell a story. To follow a story without pictures of props. Speaking To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g., and or because. To share their work with others. To use new vocabulary in a range of contexts.	Self-Regulation To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step. To manage their feelings and emotions. To continue to consider the needs and feelings of others. Managing Self To begin to show resilience and perseverance when faced with a challenge. To independently manage to fasten a zip on a coat. To independently manage to fasten button.	Gross Motor Skills To demonstrate control over their body when moving around the hall. To create short sequences using shapes, balances and travelling movements. To developing rocking and rolling. To safely explore apparatus, balancing, travelling and jumping safely; around, over and through. Fine Motor Skills To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs.	Comprehension To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the beginning, middle and end. To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story, they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to or reading. Word Reading	Number To recognise numbers 6-10. To begin to subitise to 10. To find one more of numbers to 10. To find one less of numbers to 10. To explore the composition of numbers to 10. To match the written numeral to a quantity to 10. To continue to recall addition facts that make 5 and identify the subtraction facts. To estimate a number of objects. To practise pairs of numbers that make 10. To begin to learn double facts. Numerical Patterns To count to 15.	Past and Present To know about the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities To identify different celebrations and how people celebrate. To talk about Chinese New Year, Pancake Day, and Easter. The Natural World To identify and recognise the features of Winter. To know what is worn for different times of year and why.	Creating with Materials To experiment with different mark making tools such as art pencils, pastels, chalk. To explore a range of materials. To continue to explore joining techniques for a range of materials. To use collage materials and different textures. To use some cooking techniques - Easter nests and pancakes. To know about the Italian artist Leonardo Da Vinci and his famous painting 'The Last Supper'. Being Imaginative and Expressive

To engage in nonfiction books.	To independently take off and put back on shoes. To identify and name healthy foods. To understand the importance of healthy food choices Building Relationships To begin to work as a group with support from adults. To take turns during group work and when playing games together. To listen to the ideas of others. To find solutions to disagreements, with support from adults.	To write taught letters using correct letter formation. To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter formation and control the size of the letters formed.	To recognise taught sounds – see Twinkl Phonics. To read books matching their phonics ability. To read captions and sentences using taught sounds. To read taught tricky words – see Twinkl Phonics. Writing To form lower case letters correctly, from the correct starting point. To begin to write sentences using finger spaces. To spell words using taught sounds, including digraphs. To spell some taught tricky words correctly. To begin to form capital letters correctly. To understand that sentences start with a capital letter and end with a full stop. To write sentences using finger spaces and full stops.	To count given objects up to 10. To order numbers to 10. To compare quantities to 10. To find the missing number from a number line. To understand the difference between odd and even numbers to 10. To combine two groups of objects by counting all of them together. To take objects away and count how many are left. Shape, Space and Measure To talk about some common 3D shapes using informal and mathematical language. To select shapes appropriate for tasks. To understand positional language. To use positional language.	To identify and recognise the features of Spring. To know about the features of the world – forests, rainforests, jungles, deserts and oceans. To know there are many countries around the world.	To join in with whole school worship. To create musical patterns using un-tuned instruments. To move in time to music and learn dance routines. To act out well-known stories.
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