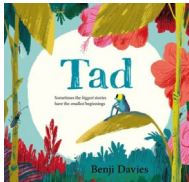


 Year Group: Reception	Value Focus: Aspire	SPRING TERM 2 School Year 2025-2026
Curriculum Theme: How does your garden grow?	RRS: Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.	

	Week 7 23.02.2026	Week 8 02.03.2026	Week 9 09.03.2026	Week 10 16.03.2026	Week 11 23.03.2026
Whole School Events	T&L Review Days SEND Review	World Book Week SIP Questionnaires Data Deadline	Science Week Strategy Day Reports Deadline Pick and Mix	PPMs Reports go home 4 day week – Eid	Eid celebrations Janet – singing workshops Display Deadlines
Enrichment		Brick Lane Bookshop visits Bow Arts – Year 5 and Year 6 KS2 Parasports	Bow Arts – Year 5 and Year 6 Sustainability Ambassadors & Y5 workshops Bank of England trips Year 6		Bank of England trip – Year 3 Soanes Centre - Reception
PSED-A healthy mind for a healthy life (Adult led)	A healthy mind – Tai Chi	I understand that I need to exercise to keep my body healthy	I know which foods are healthy and not so healthy and can make healthy eating choices	I know how to help myself go to sleep and understand why sleep is good for me	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
Com & Lang- Talking with our friends (Enhanced provision –adult facilitated)	Listening and following instructions	Using 'because' in a sentence and speaking in full sentences at all opportunities. Link to whole school text and forest school sessions	Orally retelling the story of Jack and the Beanstalk using story sack to support their retelling. Listening and following instructions for planting seeds. Giving instructions to Nursery children to help them to plant their own beans (Reception children to be paired with a Nursery child)	Explaining the trip rules to each other. Talking about their real life experience of pond dipping. Reflecting on our trip – using photographs as a prompt	
English (Adult led)	Shu Lin's Grandpa	World Book Week- Whole School Text	Jack and the Beanstalk / Jasper and the Beanstalk	Tad	

	Shopping list – linked to Chinese New Year Retelling the story – verbally, written (non-fiction books about Chinese New Year) Using non-fiction books	The Arrival Changed to The Suitcase	 Introduce the story using story sack-bean, beanstalk, castle, boy, cow Vocabulary: Explore new vocabulary-use knowledge organiser Sequence: sequence story pictures Comprehension Retelling stories using some story language and in sequence Reading outcomes: reading labels of objects in the story sack Wrting outcomes: write captions/words to match the story pictures used for sequencing.		 Using thought bubbles to show the feelings/thoughts of a character Labelling the life cycle of a frog (link to UtW) As a class create a poster on 'How to stay safe when pond dipping'
Review	Needs longer than one week-so much more to get out of the book	Again could have been for longer – links to p4c, PSED	Instruction writing was an addition and worked well		Moved to next term
P4C		Is it better to live in a forest or a city?		We are getting rid of one of these: books or films	
Maths (Adult led)	Count verbally beyond 10 Numbers to 8 Count actions, sounds, objects		Count verbally beyond 10 Numbers to 10 Count actions, sounds, objects		2D shapes Classify, name and describe

	Recognise numerals		Recognise numerals		
Physical Development Gymnastics	Using chop sticks to pick up objects	To link different shapes and ways of moving	To follow different pathways	To balance on points and patches	To perform our story to music
UW-My world (Adult led)	People, culture and communities Different food we eat – link to cultural and religious festivals. Noodle tasting	Past/Present Linking to change and growth – comparisons of what I can do now- compared to when I was a baby and when I was in Nursery (time line)	Natural world Planting seeds to grow beans		Natural world Observations of growth- recording using a diary Life cycle of a frog Exploring different habitats land/water
			Gardening session		Moved to next term
Expressive Art & Design (Enhanced provision)	Using natural resources to make transient art (pebbles, leaves, grass) Use the forest school area (tree stumps for the canvas)		Acrimboldo-art inspired by food that we like or objects we like (Adult led session)		Performing a story to music – linked to PE sessions
					
Outcomes	Seed planting – giving oral instructions to others		Making a bean diary		Pond dipping Trip Poster

