



**Year Group: One**

**Value Focus: Aspire**

**SPRING TERM 2 School Year 2025-2026**

**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.

**British Values:** Democracy and Individual liberty

|                                                                       | Week 7<br>23.02.2026                                                                                                                                                                                                                                                                                                     | Week 8<br>02.03.2026                                                         | Week 9<br>09.03.2026                                                                                                                                                                                                                                       | Week 10<br>16.03.2026                                                                                                                                                                                                                    | Week 11<br>23.03.2026                                                                             |
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| Whole School Events                                                   | T&L Review Days<br>SEND Review                                                                                                                                                                                                                                                                                           | World Book Week<br>SIP Questionnaires<br>Data Deadline                       | Science Week<br>Strategy Day<br>Reports Deadline<br>Pick and Mix                                                                                                                                                                                           | PPMs<br>Reports go home<br>4 day week – Eid                                                                                                                                                                                              | Eid celebrations<br>Janet – singing workshops<br>Display Deadlines                                |
| Enrichment                                                            |                                                                                                                                                                                                                                                                                                                          | Brick Lane Bookshop visits<br>Bow Arts – Year 5 and Year 6<br>KS2 Parasports | Bow Arts – Year 5 and Year 6<br>Sustainability Ambassadors &<br>Y5 workshops<br>Bank of England trips Year 6                                                                                                                                               |                                                                                                                                                                                                                                          | Bank of England trip – Year 3                                                                     |
| Class Read (Story time)                                               | Canon of Literature books: whole class sets can be utilised for story time.<br><a href="#">T:\2. Curriculum Leadership\English\1a. Reading\Book Lists\0. Whole School Recommended Reading Lists</a><br>Choose texts from Recommended Reading List<br>Class read: Martha Maps it out, Shu Lin’s Grandpa, Chicken Clicking |                                                                              |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                          |                                                                                                   |
| English Reading<br><br>(Chocolate Cake Block 12 from LTP not covered) | Here We Are Block 10<br>Focus on the core text for retrieval<br>Focus on the information text for summarising                                                                                                                                                                                                            | World Book Week                                                              | Here We Are Block 10<br>Focus on the narrative for inference and the core text for a personal response                                                                                                                                                     | RWI Assessment week<br><br>Here We Are Block 11<br>Focus on the core text for retrieval<br>Focus on the discussion text for summarising                                                                                                  | Here We Are Block 11<br>Focus on the poem for inference and the core text for a personal response |
| Reading Outcomes                                                      | Know:<br>Sub-headings are headings given to a section of text under the main heading<br>Actions are performed for a reason<br>Be able to:<br>Retrieve multiple items from a text<br>Infer the reasons for characters’ actions                                                                                            |                                                                              |                                                                                                                                                                                                                                                            | Know: Colours can help create the mood<br>The author’s purpose is what they want the reader to understand or take away from their text<br>Be able to:<br>Extract the key message Determine what may have happened before a given outcome |                                                                                                   |
| English Writing                                                       | Poetry on a theme (nature)<br>Analysing the presentation of a poem and writing a poem in a similar style                                                                                                                                                                                                                 | World Book Week                                                              | Stories with familiar settings<br>Explicit teaching of the grammatical structures and text conventions required<br>Structural understanding, planning and execution of extended task<br>Opportunities to apply taught content and focused editing teaching |                                                                                                                                                                                                                                          |                                                                                                   |

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| <b>Writing Outcomes</b>             | Know<br>The theme is the main idea of a poem<br>Poems can be written on similar themes<br>Be able to<br>Talk about the language in a poem<br>Write in a similar style to a poem                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Know<br>The component parts of a story<br>To check their writing for sense<br>Be able to<br>Sequence sentences to tell a story<br>Use adjectives to describe a familiar setting                                                                                                                                                                                                                                                                                                                                                   |
| <b>VGPS</b>                         | <b>Introduce:</b><br>Question marks<br>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)<br>How the prefix un– changes the meaning of verbs and adjectives<br><br><b>Revisit:</b><br>Capital letters and full stops<br>Capital letters for names and for the personal pronoun I<br>Regular plural noun suffixes –s or –es<br>Joining words and joining clauses using and                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Spoken Language Expectations</b> | <ul style="list-style-type: none"> <li>• Listen and respond to adults and their peers</li> <li>• Ask questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate opinions</li> <li>• Give descriptions, narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate in collaborative conversations</li> <li>• Speak audibly</li> <li>• Participate in discussions, performances, role play, improvisations</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Maths</b>                        | <b>Number: Place Value (within 50) Including multiples of 2, 5 and 10</b><br><br>Count to 50 forwards and backwards, beginning with 0 or 1, or from any number<br><br>Count, read and write numbers to 50 in numerals.<br><br>Given a number, identify one more or one less                                                                                                                                                                                                                                                                               | <b>Number: Addition and Subtraction (within 20) Repeat</b><br><br>Represent and use number bonds and related subtraction facts within 20<br><br>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs <ul style="list-style-type: none"> <li>• <b>Include missing number calculations</b></li> <li>• <b>Always model positioning the equals sign on both sides of the calculation</b></li> </ul> Add and subtract one-digit and two-digit numbers to 20, including zero | <b>Number: Multiplication and Division (Including multiples of 2, 5 and 10)</b><br><br>Count in multiples of twos, fives and tens.<br><br>Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <a href="#">Lots of biscuits!</a> <a href="#">Share Bears</a> , <a href="#">Doubling Fives</a><br><br><a href="#">White Rose</a><br><br><a href="#">Power Maths</a> , <a href="#">Power Maths</a> |

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|                    | Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least<br><br>Count in multiples of twos, fives and tens<br><br><a href="#">White Rose Power Maths</a><br>NRich: <a href="#">Doubling Fives</a><br>Books: The King’s Commissioners (Aileen Friedman)                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>• <b>Apply to the context of money</b></li><li>• <b>Apply to context of measures (capacity, length, weight)</b></li></ul><br>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$<br><br><a href="#">NCETM Maths Planning Resources</a>                                                                                                            | NRich: <a href="#">Lots of biscuits!</a> <a href="#">Share Bears</a> |  |
| Maths vocabulary   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                      |  |
| Maths Basic Skills |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Number: Place Value (within 50) Including multiples of 2, 5 and 10 Repeat</b><br><br>Count to 50 forwards and backwards, beginning with 0 or 1, or from any number<br>Count, read and write numbers to 50 in numerals.<br>Given a number, identify one more or one less<br>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least<br>Count in multiples of twos, fives and tens |                                                                      |  |
| Science            | <b>Revisit animals including humans</b> ( <a href="#">Spitalfields Farm trip</a> ) <ul style="list-style-type: none"><li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li><li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                      |  |
|                    | Revisit and name it                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Describe it                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Sort it                                                              |  |
|                    | T2: blood, senses, young, feathers, fur, scales<br>T3: mammal, amphibian, reptile, herbivore, carnivore, omnivore                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                      |  |

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| Enrichment                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Brick Lane Bookshop visits<br>Bow Arts – Year 5 and Year 6<br>KS2 Parasports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Bow Arts – Year 5 and Year 6<br>Sustainability Ambassadors &<br>Y5 workshops<br>Bank of England trips Year 6                                                                                                 |                                             | Bank of England trip – Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Foundation Subjects<br>(Blocked) | <p><b>PSHE</b></p> <p><b>Fire Safety</b></p> <p><b>Baseline Topic</b><br/>During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of fire safety.</p> <p><b>Hoax Calling</b><br/>understand the importance of being responsible and how our actions/ choices can affect others know what a ‘hoax call’ is and why it can be risky understand why our emergency services are an important part of our community be able to show my knowledge of fire safety to others</p> <p><b>Hazard Watch</b></p> <p>Is it safe to eat?<br/>Is it safe to drink?<br/>Is it safe to play with?</p> | <p><b>Geography</b></p> <p>Capital cities of the UK<br/>Seas around UK<br/>Hot and Cold Places</p> <p><b>National Curriculum:</b><br/>Name and locate the world’s seven continents and five oceans<br/>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Cusp outcomes:</b><br/><b>Recap:</b> Where are the 7 continents of the world? Locate and describe them. What are the 5 oceans of the world? Locate and describe them.</p> <p><b>Recap:</b> Where are the 4 countries and capital cities of the United Kingdom? Locate and describe them.</p> <p><b>Recap:</b> Where are the seas and oceans that surround the United Kingdom? Locate and describe them.</p> | <p>Science Week –<br/>See separate information.<br/>Focus on practical activities, enrichment opportunities and revisit previous learning using &amp;iLearn to identify and address any curriculum gaps.</p> | <p><b>Continue Geography</b></p>            | <p><b>RE</b></p> <p><b>Unit 1.5 What makes places sacred?</b></p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque.</p> |

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| Vocabulary                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Revisit:<br>Vast, Azure, Rotated, expanse,<br>Revisit:<br>Ocean, Continent, Polar, Atlas |                                               |                                             |                                            |
| Computing                                           | (Junior Jam) iMedia – iCreate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                          |                                               |                                             |                                            |
| Music                                               | (Junior Jam) Keyboards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                          |                                               |                                             |                                            |
| Spanish                                             | (Junior Jam) Unit 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                          |                                               |                                             |                                            |
| Singing                                             | <a href="https://www.singup.org/singing-schools/quick-sings">https://www.singup.org/singing-schools/quick-sings</a><br><a href="https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867">https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867</a><br>Teacher Share – KS1 and KS2 Voices Curriculum and resources - <a href="#">Singing</a>                                                                                                                                                                                                                                                                 |                                                                                          |                                               |                                             |                                            |
| P.E.<br>Russell –<br>Y1, Y3, Y5<br>Leire – Y2       | <b>Attack, Defend and Shoot – invasion games</b> <ul style="list-style-type: none"> <li>Recognise rules and apply them in competitive and cooperative games</li> <li>Make decisions about how to defend a target</li> <li>Begin to engage in competitive activities</li> <li>Roll, slide or throw a beanbag or ball with accuracy</li> <li>Bounce a medium sized ball to self and attempt to bounce to others</li> <li>Attempt to intercept and catch a thrown ball</li> <li>Work in collaboration with others to attack and score points</li> <li>Identify the things that they like about exercise both in and outside of school</li> </ul> |                                                                                          |                                               |                                             |                                            |
|                                                     | Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                          |                                               |                                             |                                            |
| PSHE<br>Weekly<br>Reflection<br>(Scheme<br>Blocked) | I have a dream – you’ve got to have a dream to have a dream come true                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | You have brains in your head and feet in your shoes                                      | I am special – 10 fascinating facts about me. | Spring has sprung! Turning over a new leaf. | You’re never too young to change the world |
| P4C Skills                                          | Start to identify concepts<br>Beginning to agree and disagree.<br>Begin to form questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                          |                                               |                                             |                                            |
| P4C Enquiries                                       | Resilience and growth mindset                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                          | Curriculum area                               |                                             | Gender, culture and diversity              |