

Group 2

Spring Term – Overview 2026

Talk for Writing Text:

Spring 1 - Penguin Huddle & The Light that Dance in the Night

Spring 2 - Goodbye Winter Hello Spring & Up in the Garden and Down in the Dirt

Non-fiction: Space

EYFS link: Personal, Social and Emotional Development

National Curriculum link: PSHE

Spring 1 Overview

Week 1 – Emotions, Empathy & Forgiveness

- **Story:** *The Sour Grape* – jealousy vs kindness

EYFS: Identify and manage feelings; show empathy and kindness.

NC: Recognise and talk about feelings.

Week 2 – Self-care, Pressure & Relaxation

- **Story:** *The Good Egg* – stress vs calm

EYFS: Learn simple calming and self-care strategies.

NC: Mental wellbeing – rest, relaxation, managing feelings.

Week 3 – Expressing Feelings Safely

- **Story:** *Ruby’s Worry* – managing worries

EYFS: Express emotions appropriately; begin to regulate safely.

NC: Mental wellbeing – all feelings are valid; use calming strategies.

Spring 2 Overview

Week 1 – Confidence & Self-esteem

- **Story:** *The Smart Cookie* – strengths and resilience

EYFS: Build confidence, recognise own strengths, and show resilience in new situations.

NC: Recognise positive qualities in themselves; develop self-esteem and resilience.

Week 2 – Healthy Choices & Screen Balance

- **Story:** *The Couch Potato* – screen time vs active play

EYFS: Learn about healthy routines and making balanced choices in play and rest.

NC: Understand the importance of physical activity, rest, and managing screen time.

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	<p>Week 3 – Getting Active for Well-being</p> <ul style="list-style-type: none">• Story/Theme: Couch Potato – benefits of movement <p>EYFS: Move energetically and enjoy active play for health and well-being. NC: Know that exercise supports health and wellbeing; participate in active movement.</p>
<p>EYFS link: Communication and Language</p>	<p><u>Communication & Language Links – Spring Term</u></p> <p>Listening & Attention</p> <ul style="list-style-type: none">• In RE, circle time role-play with puppets and faith stories builds attentive listening.• In Well-being, reflection questions such as “How can we let go of grumpy feelings?” encourage listening to peers.• In PE, responding to instructions in games like “freeze,” “change speed,” or “traffic lights” develops listening in active contexts.• In Music, children listen to beat, tempo, and pitch, responding to signals in marching band activities.• In Science and Geography, enquiry questions like “What makes a shadow?” or “What did we notice today?” prompt careful listening and response. <p>Speaking & Vocabulary Development</p> <ul style="list-style-type: none">• In Literacy, story retelling, role play, and Talk for Writing build expressive language, with vocabulary introduced through immersion activities.• In Science, children use key words such as shadow, seed, sprout, caterpillar, astronaut, and spring to describe phenomena.• In Geography, vocabulary is developed around environments such as Antarctica, local areas, maps, and seasonal changes.• In History, pupils describe toys using material and design vocabulary, comparing past and present.• In Art and D&T, descriptive words for colour, texture, and materials are used when exploring Monet’s brushstrokes or building penguin habitats.• In RE, vocabulary linked to values such as kindness, fairness, Rahma, Seva, and justice is introduced. <p>Understanding (Comprehension & Questioning)</p> <ul style="list-style-type: none">• In Science, enquiry questions scaffold comprehension, for example “What happens when we plant a seed?” or “How does a caterpillar change?”• In Geography, reflection prompts like “What shows us it is spring?” deepen understanding.• In History, big questions such as “How have toys changed?” encourage comprehension of past and present.• In RE, key questions like “What does fair mean?” or “Why should we treat people fairly?” build conceptual understanding.• In Well-being, circle time reflections such as “What helps you feel happy and healthy?” support comprehension of emotions. <p>Expressive Language & Storytelling</p> <ul style="list-style-type: none">• In Literacy, children retell stories with actions, innovate with new characters or settings, and write independently using sentence frames.• In Science, they explain life cycles and seasonal changes.• In History, they create “Then and Now” charts and describe toys across time.• In Geography, they make maps with symbols and describe local features.• In RE, they role-play kindness and fairness scenarios and retell faith stories.• In Well-being, affirmations such as “All feelings are okay. I can find ways to feel calm” build expressive confidence. <p>Social Communication</p> <ul style="list-style-type: none">• Circle time across RE, Well-being, Geography, and Science encourages sharing reflections, taking turns, and listening to peers.• In PE, cooperative games foster communication in action.• In Music, singing together and responding to rhythm builds group communication.• In Art and D&T, collaborative design and evaluation tasks encourage dialogue.• In History, group discussions comparing toys and predicting future toys develop social communication.

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	<p>EYFS:</p> <p>Communication and Language:</p> <ul style="list-style-type: none">• Listening carefully to stories, instructions, and peers.• Developing vocabulary through play, exploration, and role-play.• Understanding and responding to questions, prompts, and stories.• Expressing ideas through storytelling, role-play, and descriptive language. <p>NC:</p> <p>English (Speaking & Listening):</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and peers.• Ask and answer questions to deepen understanding.• Use spoken language to develop vocabulary, storytelling, and expression.
<p>EYFS Link: Physical Development National Curriculum: PE</p>	<p><u>Spring 1 Overview</u></p> <p>Week 1 – Fundamental Movement Skills</p> <ul style="list-style-type: none">• Focus: Running, stopping, changing direction, throwing basics <p>EYFS: Negotiate space and obstacles safely, with consideration for self and others NC: Master basic movements (running, jumping, throwing, catching), develop balance, agility, coordination</p> <p>Week 2 – Running Speeds</p> <ul style="list-style-type: none">• Focus: Control of pace and speed <p>EYFS: Move energetically (running); listen attentively and respond to instructions NC: Master basic movements, develop control and coordination</p> <p>Week 3 – Jumping</p> <ul style="list-style-type: none">• Focus: Take-off and landing techniques <p>EYFS: Develop gross motor skills through varied energetic movement NC: Master jumping techniques, improve balance and coordination</p>

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Week 4 – Throwing

- **Focus:** Underarm and overarm throws

EYFS: Explore strength and coordination in controlled movements

NC: Throw with accuracy and control, develop coordination

Week 5 – Agility, Balance & Coordination

- **Focus:** Body control and awareness

EYFS: Develop balance and coordination in varied movement tasks

NC: Build agility, balance, and coordination through structured activities

Week 6 – Athletics Circuit

- **Focus:** Applying skills in challenges

EYFS: Participate in cooperative games, show resilience and teamwork

NC: Apply running, jumping, throwing in simple competitive/cooperative situations

Spring 2 – Hit, Catch & Run

Week 1 – Catching & Throwing Basics

- **Focus:** Catching over short distance, throwing accuracy

EYFS: Practise coordination in pairs, follow simple rules

NC: Master throwing/catching, apply in simple games

Week 2 – Batting Skills

- **Focus:** Hitting with power and accuracy

EYFS: Explore strength and control in striking activities

NC: Use a bat to hit a ball with accuracy, apply in simple games

Week 3 – Catching & Positioning

- **Focus:** Positioning to stop/catch a ball

EYFS: Develop awareness of space and teamwork

NC: Catch and intercept balls, communicate with teammates

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	<p>Week 4 – Fielding to a Base</p> <ul style="list-style-type: none">• Focus: Returning balls to a base <p>EYFS: Work cooperatively in group challenges NC: Field and return balls accurately, understand base play</p> <p>Week 5 – Teamwork in Games</p> <ul style="list-style-type: none">• Focus: Working together in simple games <p>EYFS: Collaborate with peers, show resilience and cooperation NC: Participate in team games, develop throwing/fielding skills with teamwork</p>
EYFS Link & National Curriculum: Literacy	<p><u>Spring 1 Overview</u></p> <ul style="list-style-type: none">• Storytelling & Sequencing: Text maps, retelling, 5-sentence stories, collaborative narratives.• Vocabulary Development: Sensory language, emotional words, subject-specific terms (science/space), descriptive word banks.• Sentence Construction: Colourful semantics, phonics-phase scaffolds (Phases 2–5), conjunctions, cause/effect language.• Writing for Purpose: Narrative, persuasive posters, fact files, letters/postcards, instruction texts.• Comprehension & Expression: Emotional literacy, prediction, concept checking, innovation of texts, persuasive communication. <p>Week 1 – <i>Penguin Huddle</i> (Immersion & Imitation) Week 2 – <i>Penguin Huddle</i> (5 Sentence Story) Week 3 – <i>Penguin Huddle</i> (Innovation & Independent Writing) Week 4 – <i>Beegu</i> (Immersion & Imitation) Week 5 – <i>Beegu</i> (Innovation & Independent Writing) Week 6 – Non-Fiction Space</p> <p>EYFS (Communication & Language / Literacy / PSED):</p> <ul style="list-style-type: none">• Retell stories and sequence events using talk and actions.• Build vocabulary through sensory exploration, emotional literacy, and subject-specific contexts (e.g. space).• Form simple sentences with phonics knowledge and colourful semantics.• Use writing in play and for real purposes (letters, posters, fact files).• Show comprehension through prediction, responses, and role-play. <p>National Curriculum (English KS1):</p>

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- Develop pleasure in reading by retelling and sequencing narratives.
- Build vocabulary through reading, discussion, and subject links.
- Write sentences using taught phonics, punctuation, and grammar; join ideas with conjunctions.
- Write for different purposes – narrative, persuasive, factual, instructional.
- Discuss word meanings, make predictions, and check understanding of texts.

Spring 2 Overview

- **Storytelling & Sequencing:** Retelling seasonal changes, Text maps, retelling, 5-sentence stories, oral storytelling, narrative structure in *The Great Escape*.
- **Vocabulary Development:** Seasonal words, descriptive language, emotional words, expressive vocabulary through role-play and discussion.
- **Sentence Construction:** Phonics-phase scaffolds, colourful semantics, descriptive and narrative sentences.
- **Writing for Purpose:** Descriptive writing, narrative invention, expressive story extension.
- **Comprehension & Expression:** Enquiry questions, prediction, emotional literacy, collaborative communication.

Week 1– *Goodbye Winter, Hello Spring* (Immersion & Imitation)

Week 2 – *Goodbye Winter, Hello Spring* (5 Sentence Story)

Week 3 – *Goodbye Winter, Hello Spring* (Innovation & Independent Writing)

Week 4 – *Up in the Garden and Down in the Dirt* - Communication Week (Timeline/Sequencing)

Week 5 – *The Great Escape* - Communication Week (Character Exploration/Emotional Literacy)

EYFS (Communication & Language / Literacy / PSED):

- Retell seasonal changes and familiar stories; use talk to connect ideas.
- Develop descriptive and emotional vocabulary through role-play and discussion.
- Build sentences with phonics scaffolds and colourful semantics.
- Express ideas through descriptive writing and imaginative play.
- Respond to questions, show emotional understanding, and communicate collaboratively.

National Curriculum (English KS1):

- Sequence sentences to form narratives; orally retell familiar stories.
- Extend vocabulary through thematic texts and expressive discussion.
- Write sentences with expanded vocabulary and descriptive detail.
- Write for different purposes – descriptive, narrative invention, expressive extension.
- Develop comprehension through enquiry questions, predictions, and discussion of characters/settings.

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EYFS Link and National Curriculum:

Maths
Number and Place Value Birmingham Toolkits

Reception – White Rose Spring (SEND Adapted)

Spring Blocks:

- **Alive in 5** – Counting to 5, zero, comparing groups
- **Growing 6, 7, 8** – Counting, combining groups, making pairs
- **Building 9 and 10** – Counting, comparing numbers, bonds to 10
- **Shape & Space** – 3D shapes, patterns
- **Measures** – Mass, capacity, length, height, time

SEND Adaptations:

- Use real objects (cubes, toys, fruit) for counting and comparing.
- Provide visual number lines and symbol cards.
- Scaffold with small steps (counting 1–3 before 1–5).
- Use sensory play (water, sand, blocks) for mass/capacity.
- Repetition and short, structured activities with clear language.

EYFS (Maths):

- **Number & Numerical Patterns:** Count reliably, compare groups, understand zero, bonds to 10, and simple addition/subtraction.
- **Shape, Space & Measures:** Explore 2D/3D shapes, patterns, positional language; compare mass, capacity, length, height, and time.

Year 1 – White Rose Spring (SEND Adapted)

Spring Blocks:

- **Place Value (within 20)** – Counting, ordering, comparing numbers
- **Addition & Subtraction (within 20)** – Number bonds, simple problems
- **Place Value (within 50)** – Tens and ones, counting in 2s, 5s, 10s
- **Measurement** – Length, height, mass, volume

SEND Adaptations:

- Use **tens frames, bead strings, Numicon** for visual support.
- Focus on **practical tasks** (measuring with cubes, comparing containers).
- Scaffold addition/subtraction with **concrete objects** before moving to pictorial.
- Provide **structured sentence frames**: “10 and 5 makes 15.”
- Use **short, repetitive games** (matching, sorting, simple word problems).

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National Curriculum (English KS1):

- Place Value & Number Facts – Count, read, and write numbers to 100; compare groups; use number bonds within 20.
- Addition & Subtraction – Add and subtract one-digit and two-digit numbers to 20; solve simple one-step problems with objects/pictures.
- Measurement – Compare and record length, height, mass/weight, and capacity/volume using practical tasks and everyday language.

Year 2 – White Rose Spring (SEND Adapted)

Spring Blocks:

- **Money** – Recognising coins/notes, simple totals
- **Multiplication & Division** – Arrays, grouping, sharing
- **Length & Height** – Measuring in cm/m, comparing lengths
- **Mass, Capacity & Temperature** – Weighing, pouring, reading simple scales

SEND Adaptations:

- Use **real coins** and role-play shops for money.
- Teach multiplication/division through **equal groups with counters/toys**.
- Focus on **practical measuring** (string, cubes, water play).
- Simplify scales (mark only key numbers, use colour coding).
- Scaffold with **step-by-step visuals** and **symbol-supported worksheets**.

National Curriculum (English KS1)

- Number & Calculation – Recognise coins/notes, make simple totals; recall and use multiplication/division facts for 2, 5, 10; solve problems using arrays, grouping, and sharing.
- Measurement – Choose and use standard units to measure length/height in cm/m; compare and order lengths, mass, capacity, and temperature; read simple scales.
- Practical Problem Solving – Apply maths in real contexts (money, measuring, grouping); use objects, visuals, and structured supports to represent and explain.

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EYFS Link: Expressive Arts
National Curriculum: Music
National Curriculum: Art
National Curriculum: D & T

Spring 1 Overview

Week 1 – Music: Creative Moves

- **Focus:** Explore fast/slow movement with instruments, expressive marching, stopping on signal

EYFS: Perform songs, rhymes, poems, and stories with others; move in time with music

NC (Music): Experiment with, create, select, and combine sounds using interrelated dimensions (fast/slow, loud/soft)

Week 2 – D&T: Penguin Habitat (Lesson 1)

- **Focus:** Understand brief, user, purpose, and design criteria; explore materials (foil, cotton wool, cardboard)

EYFS: Notice similarities/differences in natural world and contrasting environments

NC (D&T/Science): Identify and describe animals in habitats; compare and contrast materials and their properties

Week 3 – Music: Creative Moves (Lesson 2 – Marching Band)

- **Focus:** Find and move to the beat; move creatively and with control

EYFS: Explore expressive movement linked to rhythm and beat

NC (Music): Perform and respond to music through movement and rhythm

Week 4 – D&T: Penguin Habitat (Designs)

- **Focus:** Generate ideas and designs using drawings; reflect on criteria (warmth, size, materials)

EYFS: Use drawing to represent ideas and experiences

NC (D&T): Develop design ideas through discussion, drawing, and mock-ups

Week 5 – Music: Creative Moves (Lesson 2 – Piccolo March)

- **Focus:** Respond to beat with traffic light flashcards; marching band activities

EYFS: Move creatively in response to rhythm and tempo

NC (Music): Explore beat and rhythm through performance and movement

Week 6 – D&T: Penguin Habitat (Making)

- **Focus:** Build habitat with correct materials; evaluate against design criteria

EYFS: Use materials to create models and representations of real-world environments

NC (D&T): Select and use materials to make purposeful products; evaluate against criteria

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Spring 2 Overview

Week 1 – Music: Pitch & Beat (Baby Elephant)

- **Focus:** Pitch match with accuracy; feel lilt of 2–3 beat pattern

EYFS: Sing familiar songs; explore pitch and rhythm through movement

NC (Music): Use voice expressively; experiment with beat and rhythm

Week 2 – Art: Monet’s Spring Garden (Imitate)

- **Focus:** Explore Monet’s style with brushstrokes; paint spring garden with dabs/sponges

EYFS: Explore colour and texture; represent ideas through painting

NC (Art): Learn about great artists (Monet); use painting techniques to create images

Week 3 – Music: Pitch & Beat (Baby Elephant – Lesson 2)

- **Focus:** Pitch matching, rhythm with instruments and signing guide

EYFS: Explore sound-making with instruments and voice

NC (Music): Perform and respond to music using instruments and voice

Week 4 – Art: Innovate – Spring Garden Collage

- **Focus:** Innovate Monet’s garden using collage materials; add new ideas (butterflies, rainbow)

EYFS: Use different materials to create imaginative artwork

NC (Art): Develop techniques in collage; innovate based on artist inspiration

Week 5 – Music: Pitch & Beat (The Lark Ascending)

- **Focus:** Pitch matching, rhythm patterns; respond to classical music through movement

EYFS: Listen attentively to music and respond through movement

NC (Music): Appreciate and respond to high-quality live/recorded music

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EYFS Link:

Understanding the World

National Curriculum:
Computing

Spring 1 (6 weeks) – Exploring Technology & Digital Creativity

Week 1 – Logging In & Mouse Skills

- Focus: Learn to log in with support, practise mouse control.
- SEND Scaffold: Visual login cards, adult modelling, large cursor.

EYFS/NC Link: Recognise technology around them; develop basic control skills.

Week 2 – Keyboard Skills & Typing Names

- Focus: Explore keyboard letters, type own name.
- SEND Scaffold: Colour-coded keyboards, word mats, adult support.

EYFS/NC Link: Begin to use keyboard to input text.

Week 3 – Digital Art (Shapes & Colours)

- Focus: Create pictures using simple tools.
- SEND Scaffold: Pre-set templates, visual prompts, step-by-step modelling.

EYFS/NC Link: Use technology to create and express ideas.

Week 4 – Sequencing with Simple Instructions

- Focus: Understand that computers follow instructions.
- SEND Scaffold: Use symbol cards for directions, adult-guided practice.

EYFS/NC Link: Begin to understand algorithms as sets of instructions.

Week 5 – Storytelling with Pictures

- Focus: Combine text and images.
- SEND Scaffold: Sentence frames, symbol banks, adult scribing if needed.

EYFS/NC Link: Use technology to tell stories and share ideas.

Week 6 – Internet Safety (Introduction)

- Focus: Learn simple rules for staying safe online.
- SEND Scaffold: Visual safety posters, social stories, simplified rules.

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EYFS/NC Link: Know that technology must be used safely.

Spring 2 (5 weeks) – Exploring Information & Control

Week 1 – Sorting & Grouping

- Focus: Use technology to sort information.
- SEND Scaffold: Symbol-supported categories, adult modelling.

EYFS/NC Link: Use technology to organise information.

Week 2 – Pictograms (Data Handling)

- Focus: Represent information with pictures.
- SEND Scaffold: Use real objects first, then digital pictogram.

EYFS/NC Link: Begin to understand data can be represented visually.

Week 3 – Simple Coding

- Focus: Explore cause and effect with coding.
- SEND Scaffold: Use symbol cards for commands, adult-guided exploration.

EYFS/NC Link: Understand that technology can be programmed.

Week 4 – Music & Sound

- Focus: Create sounds using technology.
- SEND Scaffold: Use headphones, visual instrument cards, adult support.

EYFS/NC Link: Use technology to create and explore sound.

Week 5 – Review & Create Project

- Focus: Combine skills learned (typing, pictures, sound).
- SEND Scaffold: Templates, adult scribing, symbol banks.

EYFS/NC Link: Use technology purposefully to create and share ideas.

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<p>EYFS Link: Understanding the World</p> <p>National Curriculum: Science</p>	<p>Spring 1 Overview</p> <p>Week 1 – Penguins</p> <ul style="list-style-type: none">• Focus: How penguins survive in the cold <p>EYFS: Explore the natural world; make observations of animals and environments NC: Identify and describe animals in their habitats, including how they are suited to different environments</p> <p>Week 2 – Light & Dark (Exploration)</p> <ul style="list-style-type: none">• Focus: Sources of light <p>EYFS: Explore natural and man-made phenomena (light sources) NC: Recognise that we need light to see things; identify light sources</p> <p>Week 3 – Shadows</p> <ul style="list-style-type: none">• Focus: What makes a shadow?• <p>EYFS: Observe cause and effect in the environment NC: Recognise that shadows are formed when light is blocked by an object</p> <p>Week 4 – Space (Introduction)</p> <ul style="list-style-type: none">• Focus: What is space and what might we find there?• <p>EYFS: Explore contrasting environments beyond Earth NC: Identify objects in the sky (Sun, Moon, stars, planets)</p> <p>Week 5 – Astronauts</p> <ul style="list-style-type: none">• Focus: What do astronauts do in space? <p>EYFS: Explore roles in society through play NC: Learn about the role of astronauts and how they live/work in space</p> <p>Spring 2 Overview</p> <p>Week 1 – Seasonal Change (Winter → Spring)</p> <ul style="list-style-type: none">• Focus: Notice changes in weather, plants, animals
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	<p>EYFS: Explore the natural world; notice seasonal changes NC: Observe changes across the four seasons</p> <p>Week 2 – Spring Foods (Cooking)</p> <ul style="list-style-type: none">• Focus: Explore seasonal foods• <p>EYFS: Explore food and cooking as part of natural world NC: Identify that humans eat different foods; recognise seasonal produce</p> <p>Week 3 – Growth & Change (Seeds)</p> <ul style="list-style-type: none">• Focus: What happens when we plant a seed? <p>EYFS: Understand plants grow and change over time NC: Identify basic needs of plants (water, light, soil)</p> <p>Week 4 – Growth & Change (Caterpillars)</p> <ul style="list-style-type: none">• Focus: How does a caterpillar change? <p>EYFS: Observe life cycles of animals NC: Describe life cycles of common animals (egg → caterpillar → butterfly)</p> <p>Week 5 – Growth & Change (Humans)</p> <ul style="list-style-type: none">• Focus: How have we grown and changed? <p>EYFS: Recognise that humans grow and change over time NC: Identify that humans develop from babies into adults</p>
<p>EYFS Link: Understanding the World National Curriculum: History</p>	<p><u>Spring 1 Overview</u></p> <p>Week 2 – Toys: Past and Present</p> <ul style="list-style-type: none">• Focus: How have toys changed from the past to the present? <p>EYFS: Know similarities and differences between things in the past and now, drawing on experiences and stories NC: Events beyond living memory – compare grandparents’ toys with modern toys</p> <p>Week 4 – Exploring Modern Toys</p> <ul style="list-style-type: none">• Focus: Characteristics of modern toys <p>EYFS: Explore familiar objects and describe their features NC: Identify characteristics of modern toys; use simple vocabulary to describe materials and design</p>

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	<p>Week 5 – Victorian Toys</p> <ul style="list-style-type: none">• Focus: What did Victorian children play with, and how are those toys different from ours? <p>EYFS: Recognise differences between past and present through stories and images NC: Events beyond living memory – toys of Victorian era; compare with modern equivalents</p> <p>Week 6 – Toys Across Time</p> <ul style="list-style-type: none">• Focus: Compare toys from past and present; explore changes over time <p>EYFS: Understand that things change over time; notice differences in materials and design NC: Identify changes within living memory and beyond; recognise similarities/differences in toys across time</p>
<p>EYFS Link: Understanding the World National Curriculum: Geography</p>	<p><u>Spring 1 Overview</u></p> <p>Week 1 – Discovering Antarctica</p> <ul style="list-style-type: none">• Focus: Locate Antarctica on globe; explore penguin facts; create habitat collage <p>EYFS: Know similarities and differences between the natural world and contrasting environments NC: Identify and describe animals in their habitats, including how they are suited to different environments</p> <p>Week 2 – Animals of Antarctica</p> <ul style="list-style-type: none">• Focus: What animals live in cold places? <p>EYFS: Explore the natural world; recognise different animals in contrasting environments NC: Identify and describe animals in their habitats; understand adaptation to cold environments</p> <p><u>Spring 2 Overview</u></p> <p>Week 1 – Animals and Plants in Spring</p> <ul style="list-style-type: none">• Focus: Explore seasonal changes in living things <p>EYFS: Observe changes in the natural world across seasons NC: Identify seasonal changes; recognise plants and animals associated with spring</p> <p>Week 2 – Local Area (Familiar Places)</p> <ul style="list-style-type: none">• Focus: Notice familiar places near school/home <p>EYFS: Talk about familiar places in their community NC: Use basic geographical vocabulary to refer to key human features (house, shop, school, park)</p>

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	<p>Week 3 – Features of Local Area</p> <ul style="list-style-type: none">• Focus: Spot features in local environment <p>EYFS: Recognise features of their immediate environment NC: Use simple fieldwork and observational skills to study geography of school/local area</p> <p>Week 4 – Maps of Local Area</p> <ul style="list-style-type: none">• Focus: Represent local places with simple symbols <p>EYFS: Begin to use symbols to represent places NC: Use simple maps; understand basic symbols and keys</p> <p>Week 5 – Caring for Local Area</p> <ul style="list-style-type: none">• Focus: How we look after places <p>EYFS: Show care and concern for living things and environment NC: Understand human impact on environment; learn how to care for local area</p>
National Curriculum RE	<p><u>Spring 1 Overview</u></p> <p>Week 2 – Respect, Kindness & Listening (Christianity – The Good Samaritan)</p> <ul style="list-style-type: none">• Focus: Why listening is important in stories, friendships, and faith <p>EYFS: Work and play cooperatively, taking turns with others NC (RE/PSHE): Learn about values in religious stories; understand importance of listening and respect in relationships</p> <p>Week 4 – Kindness in Islam (Rahma – Mercy)</p> <ul style="list-style-type: none">• Focus: Showing kindness through words and actions <p>EYFS: Show sensitivity to others’ needs and feelings; begin to understand right and wrong NC (RE/PSHE): Explore Islamic teaching on kindness; recognise how values guide behaviour</p> <p>Week 6 – Kindness in Sikhism (Seva – Selfless Service)</p> <ul style="list-style-type: none">• Focus: Kindness through selfless service <p>EYFS: Develop positive attitudes towards others; understand importance of helping and sharing NC (RE/PSHE): Learn about Sikh practice of Seva and Langar; recognise how kindness is expressed in different faith</p>

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Week 2 – Belonging, Fairness & Justice

- **Focus:** Why belonging and fairness matter

EYFS: Talk about fairness and belonging; show concern for others

NC (RE/PSHE): Understand fairness and justice; explore belonging in communities and faiths

Week 4 – Fairness in Islam (Prophet Muhammad and Quaswa the Camel)

- **Focus:** What does it mean to be fair?

EYFS: Learn to share and take turns; recognise fairness in play

NC (RE/PSHE): Explore Islamic teaching on fairness; apply concept of justice in everyday life