



LEARN, GROW, ACHIEVE

Spring 2 2026

Diary Dates

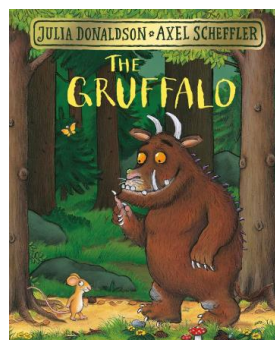
- **23rd Feb** – School Reopens.
- **3rd March** – World Wildlife Day.
Visit from Guinea Pigs + walk to pond.
- **5th March** – World Book Day
- **9th -19th March** Ducklings- hatch and care for.
- **15th March** – Mother’s Day
- **19th March** – Science Day
Planting carrots/ flowers
- **20th March** – French Language Day
- **w.c 23rd March** - Easter Wow Day (R.E)
Bonnet parade, egg hunt, making nest cakes.
- **24th / 26th March** – Parents Evening
- **27th March** - Inset Day (school closed to pupils)

Medium Term Planning
Foundation Stage 1

Topic Title: Who is Julia Donaldson?
Driver Subject: **Understanding of the World** –The Natural World.
Enhancer subject: **Understanding of the World** – People, culture and communities.

Week 1-2
(23rd Feb and 2nd March)

Who is your favourite character and where do they live?

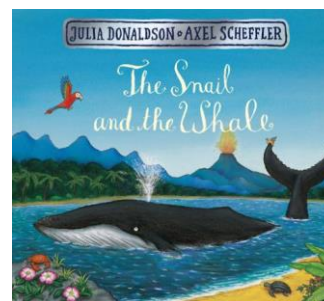


World Wildlife Day – 3rd March
World Book Day – 5th March

Role-Play:
Indoors – bird watching station (Add seed outside window)
Outdoors – animal rescue centre

Week 3 & 4
(9th and 16th March)

Where would you go on an adventure?



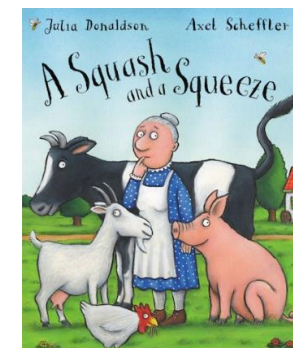
Ducklings arrive Mon 9th. Collect - 19th

Mother’s Day Craft
Thursday 19th March- School
Science Day

Role-Play:
Indoors- tent (camping)
Outdoors – Space centre

Week 5-6
(23rd and 30th March)

What happens in the story?



How do we celebrate Easter?
Easter Wow Day
Easter Parade

Role-Play:
Indoors – Pets
Outdoors – garden centre

Characteristics of Effective Teaching and Learning	Playing and exploring – • Playing with what they know		Active learning – • Being involved and concentrating		Creative and critical thinking– • Having their own ideas	
WRITING	Ascribes meaning to familiar signs, symbols and words in own mark-making		Adds more marks to their drawings which they give meaning to e.g., that's my mummy's hair			
READING COMP – Comprehension WR – Word Reading	Knows print carries meaning (WR)		Begins to tell stories in own words (COMP)		Recognise familiar words and signs in some context e.g., names, logos and icons (WR) Begins to tell stories in own words (COMP)	
MATHS N - number NP- numerical pattern	Begins to subitise to 3 (N)	Recites numbers to ten with increasing independence (NP)	Counts 5 items using 1:1 correspondence (NP)	Matching numeral to quantity to 3 (N)	Shows an interest in representing number (N)	Shows an interest in number problems (NP)
PSED MS- Managing Self BR- building Relationships SR- Self Regulation	Plays with one or more children, extending play ideas (BR) Demonstrates friendly behaviour (BR)		Begins to evaluate risks when trying out new activities (MS) Selects and chooses resources with help (MS)		Tolerates a delay when needs are not met immediately (SR)	
COMMUNICATION AND LANGUAGE S – Speaking LAU – Listening, Attention and Understanding	Listens to familiar stories with increasing recall (LAU) Retells a past/current event in the right order using some tenses (S)		Understands a why question (LAU) Uses talk to explain what is happening and anticipate what might happen next (S)		Questions why somethings happen and gives an explanation (S)	
Uses new vocabulary they hear in their community (S)						

UNDERSTANDING OF THE WORLD	NATURAL WORLD (DRIVER SUBJECT)	Talks about plants and animals that interest them	Talks and asks questions about what they have observed in the natural world (plants and animals)	Begins to understand how to care for the natural world/living things
	PAST AND PRESENT	Shows interest and talks about the lives of people familiar to them. Shows an interest in different occupations.		
	PEOPLE, CULTURE AND COMMUNITY (Enhancer Subject)	Shows an interest in places that are familiar to them	Comments on significant places based on own experiences	
PHYSICAL DEVELOPMENT	GROSS MOTOR	Climbs stairs, steps and moves across climbing equipment with alternate feet	Balances on one foot, shifting weight to improve stability	Begins to increase independence to dress/undress e.g., putting coats/do zips
	FINE MOTOR	Uses a comfortable grip and good control when using writing tools Use a knife and fork with growing competence	Grasp and release with two hands e.g., ball, beanbag, object?	Uses one handed tools and equipment e.g., snips in paper with scissors
EXPRESSIVE ART AND DESIGN	CREATING WITH MATERIALS	Draws with some detail	Use different construction materials to create	Explores many different colours and how these can be changed
	BEING IMAGINATIVE AND EXPRESSIVE	Makes up rhythms	Enjoys joining in with singing, dancing and ring games	Plays some musical instruments to express themselves
NON- STATUTORY Non-statutory should be in your weekly provision	TECHNOLOGY	Can you begin to respond to some positional language? (Computer Science)	Can you begin to show an understanding that information can be retrieved from computers (Digital Literacy) Operate simple digital devices – i.e., camera, iPad.	
	SHAPE, SPACE AND MEASURE	Explores and talks about patterns/shapes around them	Recalls a sequence of events in their everyday life	Can sometimes compare relating to size, length, capacity