

2025-2026 Spring Term 2 MTP Superhero & Super Me!							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Extras
Events	INSET DAY – Monday 23 rd February Children back - Tuesday 24 th February Chinese New Year	World Book Day – 5 th March Holi -04.03.2026	Mothers Day 15.03.26	St Patricks Day Tuesday 17 th March National Oral Health Day – Friday 20 th March Red Nose Day/World Poetry Day – Friday 20 th March	Assessment week Spring Welly Walk Little City visit – 25.03.26	Easter	
Theme	Super Me Celebrates!	Super Me in Nature	Super Me Makes Healthy Choices	Super Me Takes Care of My Body	Super Me Keeps Clean & Belongs	Super Me is Brave & Celebrates	
Literacy	Little Red	Little Red	Little Red	Little Red	Little Red	Little Red	
Phonics	Mastery Phase 3 far – ai, ee, igh, oa Was you	Mastery Phase 3 Oo, ar, or, ur They, all	Mastery Phase 3 Revisit GPCs and CEW: ow oi ear air, are, my	Mastery Phase 3 Revisit GPCs and CEW: ure er, her	Assess and review Phase 3 work	Assess and review Phase 3 work	
ULS Handwriting	ULS Unit 4 –Curly family - Lesson 9	ULS Unit 4 –Curly family - Lesson 10	ULS Unit 4 –Curly family - Lesson 11	ULS Unit 4 –Curly family - Lesson 12	ULS Unit 4 –Curly family - Lesson 13	ULS Unit 4 –Curly family - Lesson 14–	
C&L	Recap of Christmas – Half term news Poetry Basket: Pancakes Helicopter Stories	Poetry Basket: Cup of Tea Helicopter Stories	Poetry Basket: Rain Helicopter Stories	Poetry Basket: Furry Furry Squirrel Helicopter Stories	Poetry Basket: Hungry Birdies Helicopter Stories	Poetry Basket: Stepping Stones Helicopter Stories	
PD	To sustain running. To run efficiently through evading and dodging. To learn to hop for height and for distance.	To skip for speed, distance, and direction. Through an exploration of different types of dance: learn a sequence of dance movements that link to music. Encourage the children to express themselves by considering movements that they could incorporate.	To sustain jumping. To jump for distance (landing) and for height (low obstacles). To jump over a moving rope. To jump to the beat of music. To throw and catch at different levels (distance) and speeds. To throw against a wall (rebound)	To ride varying moving objects. For example, a two-wheeled scooter, a scooter that splits in half, a two-wheeled bicycle with pedals and stabilisers or use a rope swing.	To sustain climbing and landing effectively. For example, have a designated area with crates, planks, tyres, ladders, benches and ropes where children can create opportunities for climbing or design obstacle courses (climb a 10-foot ladder, climb a sloping bench at varying angles, climb over a horse box).		
	FMS - Cut simple curves and angled lines (one direction change)			FMS for those who need extra practise: small group Tripod grip focus			

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Maths	<p>ÿ Automatically recall all number bonds of 1, 2, 3, 4 and 5. ÿ Fluently count in 1s from 1 to 30, saying each number clearly Automatically recall some number bonds of 10. For example, when playing a game, know what 2 add 8 equals. ÿ Instantly recognise (without counting) how many dots there are on each 10 frame flashcard (5-wise and 2-wise/ pair-wise arrangements). ÿ Independently use the sentence stem: "I can see ... counters and ... spaces". ÿ Instantly recognise sets of 1 – 5 objects, dots or pictures (however they are arranged), describing how they see the objects, dots or pictures. ÿ Be able to 'show' numbers from 6 – 10 on two hands.</p>						
WRM – Compare Mass	Mastering Number Week 17 Compare quantities to 8; develop mental number line; understand "more than", "less than", "equal to"; order numbers and reason about position in sequence	Mastering Number Week 18 Explore part–part–whole; make 7 in different ways; secure '5 and a bit' structure; identify missing part; conceptual subitising	Mastering Number Week 19 Identify and explain doubles to 10; recognise equal groups; know that doubles are 2 equal parts combined; begin recall of doubles facts	Mastering Number Week 20 Sort objects by attributes; re-sort using own criteria; connect doubles to even numbers; identify numbers that can/cannot be made of 2 equal parts	Mastering Number Week 21 Count to find 'how many'; understand final number represents total; count on from given number; count larger sets; count objects that cannot be moved		
	NO SSM – 4 day week	WRM – Step 4 – Compare Capacity	WRM – Step 1 – Explore length	WRM – Step 2 – Compare length	WRM – Step 3 – Explore height	WRM – Step 4 – Compare height	
PSHE Jigsaw: Dreams & Goals	Jigsaw Healthy Me Exercise	Jigsaw Healthy me Moving & Resting	Jigsaw Healthy me Healthy foods	Jigsaw Healthy me Sleep Dental hygiene	Jigsaw Healthy me Handwashing	Jigsaw Healthy me Stranger safe	

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UTW	Recognise, know and understand that people have different beliefs and celebrate special times in different ways	Why are some times special? Holi – why is Holi special? Observe and interact with natural processes (magnets attracting objects, objects casting shadows). I test my ideas and use equipment/tools Explore and understand the effect of changing seasons on the natural world around them.	Observe and interact with natural processes (magnets attracting objects, objects casting shadows). I test my ideas and use equipment/tools. Mother's Day – traditions and why we celebrate people we care about.	Discuss roles in society (Past and Present) – e.g. dentists Comment on images of familiar situations in the past. Eid al-Fitr – Know and understand that some places are special to members of their community	Explore and understand the effect of changing seasons on the natural world around them. Know and understand that some places are special to members of their community. Understand why the Cross is important to Christians.	Know and understand that some places are special to members of their community. Easter – why is Easter special? Create Easter gardens (assessment opportunity)	
EAD Artist/Sculptor of the term: Andy Goldsworthy	Explore and create transient art using natural objects. Introduce artist; explore arranging leaves, sticks and stones into patterns/spirals; discuss art that changes or disappears.	Experiment with line (thick/thin), colour and pressure to represent feelings and experiences; respond to music and natural objects	Handle clay safely; practise pinching, rolling, flattening and imprinting textures using natural objects and simple tools	Use score, slip, press and smooth to securely join clay pieces; create simple nature-inspired forms (e.g. leaf bowls, stacked stones).	Combine natural and man-made materials, selecting for colour, texture and effect; explore layering and simple pattern-making	Design and create a sculpture inspired by the artist, choosing materials and techniques independently; reflect on process and improvements	