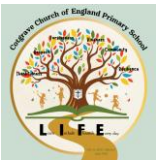


Class 4 – The Squirrel Spring 2 Medium Term Plan 2025

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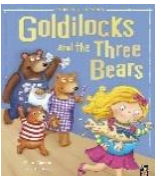

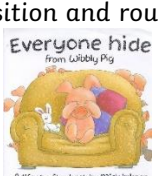
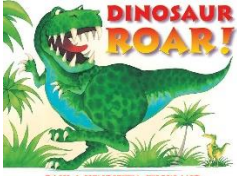
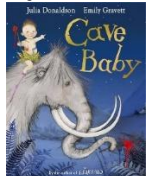
Term Spring 2 Down at the bottom of the garden		Week 1 24.2.25	Week 2 3.3.25	Week 3 10.3.25	Week 4 17.3.25	Week 5 24.3.25	Week 6 31.3.25
		Jasper's Beanstalk	Jasper's Beanstalk World Book Day – Author Theme	Hungry Caterpillar Caterpillars arriving	Hungry Caterpillar	Sam Plants a Sunflower School trip to the farm	Easter
Key Text and supporting prompts							
Rhyme of the week		We're going to the Zoo	5 Little Monkeys	Grand Old Duke of York	Humpty Dumpty	Hookey Cokey	Happy if you know it
Poem of the week (Poetry Basket)							
Phonics (See detailed daily plans Phonological awareness overview- F1) (RW1 – F2)	N	Rhyme Town Week 10	Rhyme Town Week 10	Rhyme Town Week 11	Rhyme Town Week 11	Rhyme Town Week 12	Rhyme Town Week 12
	R	Set 2 Sounds ay, ee, igh	Set 2 sounds ow, oo, oo	Set 2 Sounds ar, or, air	Set 2 Sounds ir, ou, oy	Set 2 Sounds Revision	Phonics Assessment
Literacy Comprehension Word Reading Writing		Encourage children to express preferences for the book,	Introduce simple sentence-building activities, encouraging	Reinforce discussions about favourite books, helping children identify	Support children in composing simple sentences about the caterpillar's journey,	Discuss story preferences, linking it to previous books and encouraging children to compare themes.	Support sentence composition by encouraging children to talk about what

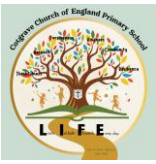


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		discussing the author and story type. Support children in choosing to "read" the story to their friends using picture clues and repeated phrases. Engage children in whole-class shared reading, encouraging participation in repetitive parts of the text.	children to compose sentences about Jasper's actions. Provide mark-making and fine motor activities (e.g., planting and digging) to develop physical control.	personal preferences for stories and authors. Encourage children to re-tell the story with friends using props or sequencing pictures. Continue shared reading, emphasising days of the week and food names to develop vocabulary.	ensuring some sentence structure consistency. Consolidate long vowels in context, focusing on words like "eat," "food," and "day."	Encourage independent reading and storytelling with peers using book-related props. Support children in joining in with reading key parts of the text, emphasising expression. Help children compose sentences about planting and growing, reinforcing sentence structure.	they see and do during an egg hunt. Reinforce phonics by focusing on key Easter-themed words (e.g., "egg," "hunt," "find," "hop") and identifying long vowels in related words.
Communication and Language Listening, Attention and understanding. Speaking	N	Makaton signs: Seed	Makaton signs: Beanstalk	Makaton signs: Caterpillar	Makaton signs: Cacoon	Makaton signs: Flower	Makaton signs: Easter Easter egg
	R	Circle time: Listens to a story and recalls the main parts or a part they enjoyed.	Circle time: Starts to understand and distinguish between non-fiction (fact) and fiction (stories) with adult prompts.	Circle Time: Re-calling story with detail and story language - S maps	Circle time: Re-calling story with detail and story language - S maps	Circle time: Answering questions (what, how, why etc) Articulating what they know- speaking in longer sentences beginning to use 'because' & 'and' to join sentences with prompts from adults	Circle time: Re-calling story with detail and story language Answering questions (what, how, why etc)
Maths Number Numerical patterns Shape, space and measures (See WRM detailed weekly plans)	N	Move and label 1,2,3 	Move and label 1,2,3 	Shape, space and measure – Explore position and routes Where's Spot? 	Shape, space and measure – Explore position and routes 	Pattern 3 – Explore own first patterns Dinosaur Roar! 	Pattern 3 – Explore own first patterns Cave Baby 

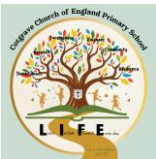


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	R	Length, height and time 	Building 9 and 10 	Building 9 and 10 	Building 9 and 10 	3D Shape 	3D Shape 
Understanding of the World <small>Past and Present People, Culture and Communities The Natural World</small> <small>(Science Geography History)</small>	Exploring plants and flowers. What do they need to help them grow? Link with Jasper's beanstalk.	Planting and plant experiment. Can we track how plants grow?	Observe our new Caterpillars. Make predictions. Look at how the caterpillars will grow. Life cycles.	Compare life cycles with other animals – link with trip to the farm next week. Create simple life cycles.	Seasonal changes linked with Sunflower planting. Discuss how sunflowers grow in warm weather and why seasons change. Use what they have learnt to plant sunflowers for Mother's Day presents. Mother's Day discussions.	Celebrating Easter – what traditions do families have? Why do we celebrate Easter? <ul style="list-style-type: none">- Easter service- Bonnet Parade- Easter story	
PSED N & R <small>Self-Regulation Managing self Building Relationships</small> KAPOW – See Unit plans	Self-regulation Introduce Squirrel Zones of Regulation	Self-regulation Listening to a story	Self-regulation Pass the whisper	Self-regulation Obstacle race	Self-regulation Blindfold walk	Self-regulation Treasure hunt	
RE <small>See unit plans for more detailed plans</small>	UC - Salvation Children will understand what it means to be belong in a group. They will be able to name some of the groups that they belong to. They will	UC - Salvation Children will understand what it means to be belong in a group. They will be able to name some of the groups that they	UC - Salvation Children will know the main parts of the Easter story. They will know why it is important to	UC - Salvation Children will know the main parts of the Easter story. They will know why it is important to Christians. They will	UC - Salvation Children will know and identify signs of new life and be able to talk about them.	UC - Salvation Easter service that looks at what we celebrate Easter and the importance of it to Christians.	



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	know and explore objects that relate to Easter.	belong to. They will know and explore objects that relate to Easter.	Christians. They will know that Christians believe that Jesus came back to life.	know that Christians believe that Jesus came back to life.		
<p>PD and PE</p> <p>For PE see Clements Sports coach detailed plans</p>	<p>Daily fine motor activities including pencil control, scissor skills and finger gym</p> <p>Weekly Cosmic Yoga</p>	<p>Daily fine motor activities including pencil control, scissor skills and finger gym</p> <p>Weekly Cosmic Yoga</p>	<p>Daily fine motor activities including pencil control, scissor skills and finger gym</p> <p>Weekly Cosmic Yoga</p>	<p>Daily fine motor activities including pencil control, scissor skills and finger gym</p> <p>Weekly Cosmic Yoga</p>	<p>Daily fine motor activities including pencil control, scissor skills and finger gym</p> <p>Weekly Cosmic Yoga</p>	<p>Daily fine motor activities including pencil control, scissor skills and finger gym</p> <p>Weekly Cosmic Yoga</p>
<p>Expressive Arts and Design</p> <p>Creating with Materials Being Imaginative and Expressive</p> <p>(Music – See Kapow Unit Plans)</p>	<p>Encourage children to devise their own role-play as gardeners, using props such as watering cans, trowels, and seeds to extend their play with greater sophistication.</p> <p>Explore melodic and meaningful music by singing planting-themed songs (e.g., “Incy Wincy Spider”) and creating simple rhythms using shakers to represent raindrops or growing sounds.</p> <p>Encourage children to talk about music—how different tempos and sounds make them feel (e.g., slow music for a growing seed, fast music for rain).</p> <p>Provide representational art activities, such as creating bean life cycle pictures with collage materials or drawing plants with clear identifiable parts.</p>	<p>Introduce musical storytelling, using instruments to represent different foods (e.g., maracas for crunchy apples, bells for juicy oranges).</p> <p>Encourage children to talk about the music, describing how different sounds represent the caterpillar’s journey (e.g., slow music for crawling, faster for eating).</p> <p>Support clear, representational artwork by making symmetrical butterfly paintings, fruit printing, or caterpillar collages.</p> <p>Provide small-world play with caterpillars and butterflies, encouraging children to act out the transformation process.</p> <p>Experiment with mark-making, using finger painting, textures (e.g., sand mixed with paint for caterpillar bodies), and sensory drawing in shaving foam or rice.</p>		<p>Offer sunflower-inspired creative activities, such as Van Gogh-inspired sunflower paintings or tissue paper collages.</p> <p>Use sensory mark-making, drawing sunflowers with different materials (chalk, crayons, textured paper).</p> <p>Create Sunflower Mother’s Day cards</p>	<p>Sing Easter-themed song.</p> <p>Encourage representational art by decorating Easter eggs, making chick crafts, and designing Easter cards.</p>	



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	<p>Use small-world play to set up a gardening area with soil, tools, and toy animals to encourage imaginative storytelling.</p> <p>Offer mark-making opportunities with green, brown, and yellow textures, experimenting with sponges, paint, and natural materials to create "growing" artwork.</p>					
Extra info/resources		Pancake Day 4 th March World Book Day 6 th March		Pre for Mother's Day (30 th March)	School Trip - Farm	Easter Service Easter Bonnet Parade
Children's own lines of enquiry <i>Annotate when developing</i>						



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