

Acorn Medium Term Plan: Spring 2 2025-2026

		Week 1 Bgn 23/02/26	Week 2 Bgn 2/03/26	Week 3 Bgn 9/03/26	Week 4 Bgn 16/03/26	Week 5 Bgn 23/03/26	Week 6 Bgn 30/03/26 (only in Mon)
English	Key Text Supporting Texts	Chickens Can't See in the Dark – Kristyna Litten Rosie's Walk by Pat Hutchins The Little Red Hen – Traditional Tale The Cow that Laid an Egg by Andy Cutbill					
	Y1 & Y2	Story Predictions	Story Sequencing	Instructions	Character Description	Story Retell	
SPaG Coverage		Suffix endings -ment, less, ful, ness		Word Classes: Verbs Past tense verbs -ed	Word classes: Verbs and Adverbs	Subordinating and co-ordinating conjunctions GD: Inverted Commas	
Phonics	Grp 1 EW P1 Spring 1	Review week R: 7 said, so, have	Review week R: 8 were, out, like	Review week R: 9 some, come, there	Review week R: 10 little, one, do	Assess and Review week R: 11 children, love (week 6 to be skipped)	
	Grp 2 AS P1 Sum 1	/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le oh, their	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14 house, mouse, water (Week 6 to be done next half term)	
	Grp 3 MD P2 Spring 1	/u/ <o> (brother) Review week	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assessment week & Week 6 /ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti>-tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian	
	Grp 4 AW P3 Spring 1	Apostrophes for contraction Apostrophes for possession	Drop <e> add suffix -ing	Drop <e> add suffix -ed /id/ /t/ /d/	Drop <e> add suffix -er	Drop <e> add suffix -y Drop <e> add suffix -est <a> spelled /ar/ and other common words (Week 6 to be done next half term)	
Maths	R	Length, Height and Time (1 week) - Explore and compare length and height - Talk about time - Order and sequence time -	Building 9 and 10 (3 weeks) - Find, compare and represent 9 and 10 - Ceonceptual subitising to 10 - 1 more and 1 less Composition and bonds to 10 - Make arrangements to 10 - Find and make doubles to 10 - Explore odd and even			Explore 3-D Shapes (2 weeks - cont. after Easter) - Recognise and name 3D shapes - Find 2D shapes within 3D shapes - Use 3D shapes for tasks - 3D shapes in the environment - Identify more complex patterns - Copy and continue patterns - Patterns in the environment	
	Y1/2	Number: Addition & Subtraction cont. (1 week) -Subtract two 2-digit numbers (across a 10) -Mixed addition and subtraction -Compare number sentences -Missing number problems	Number: Multiplication and Division (3 weeks) - Count in 2s, 5s and 10s - Count in 3s - Recognise equal groups - Make equal groups - Make equal groups – sharing - The 2 times-table - Divide by 2 - Doubling and halving Odd and even - The 10 times-table - Divide by 10 - The 5 times-table - Divide by 5 - The 5 and 10 times-tables			Statistics (1 week) - Tally charts - Tables - Block diagrams	
EYFS	Communication and Language <ul style="list-style-type: none"> Describe events in detail beginning to use time connectives (relating to Literacy/topics) and provision activities Retell a story with story language in more detail during story sharing Understand how to listen carefully and why listening is important (PSHE and circle time) Use picture cue cards to talk about objects and artifacts "What colour is it? Where would you find it? in relation to topic or helping around the classroom Encourage use of topic related vocabulary during play activities, model, practise and rehearse using these (e.g. egg, chick, hen, life cycle) Sustained focus when listening to a story – longer and more interactive story times 		Personal Social and Emotional Development <i>PSHCE: Healthy Me</i> <ul style="list-style-type: none"> Making healthy choices Being physically active Keeping themselves and others safe Knowing how to be a good friend and enjoying healthy relationships Knowing how to keep calm and deal with difficult situations Staying safe in the local area (Spring Walk) 			Physical Development <i>Fine Motor:</i> <ul style="list-style-type: none"> Threading, cutting, playdough, focus fine motor activities. Hold pencil effectively with comfortable grip, encourage children to practise forming recognisable letters during handwriting activities Pattern tracing and anti-clockwise drawing practice <i>Gross Motor:</i> PE Ball Skills: <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas within the group. Shows increasing control when throwing and catching a large ball. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. 	
	Literacy <u>Comprehension</u> <ul style="list-style-type: none"> Stories from other cultures and traditions Information leaflets about wild animals Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books They develop their own narratives and explanations by connecting ideas or events <u>Writing</u> <ul style="list-style-type: none"> Writing opportunities and supported writing activities: CVC/ CCVC/CVCC words, simple sentence writing using taught 'Harder to Read and Spell Words' Name writing Speech bubbles, captions for pictures, lists of fruit, feelings and emotions Creating own story maps Writing captions and labels Guided writing based around developing short sentences in a meaningful context (dictation) Beginning to use finger spaces. Writing short sentences to accompany story maps. Sequencing stories Character descriptions. Handwriting/letter formation Reading: See Phonics LTP		Understanding the World <ul style="list-style-type: none"> Listening to stories and placing events in chronological order Children explore a range of plants. Learn their names and label their parts. Compare different plants. Fiction and non-fiction texts that offer an insight into contrasting environments/ habitats and the plants that grow there Create Easter treasure hunts to find places/ objects within our learning environment. Easter celebrations and the Easter story Visit to Church Spring Walk around local area After close observation, draw pictures of the natural world, including animals and plants Seasonal changes: Listen to children describing and commenting on things they have seen whilst outside, including plants and animals 			Expressive Arts and Design <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects using colour, texture, shape and pattern. Construct with a purpose in mind, selecting and joining materials appropriately. Develop fine motor control through cutting, sticking, printing, weaving and modelling. Share creations, explaining the process and choices made. Represent ideas, experiences and observations through art and design. Develop storylines in imaginative play (e.g., garden centre/flower shop role play). Use props and materials to support role play and narrative development. Express feelings and ideas through creative design (e.g., cards, seasonal crafts). Perform and present creations confidently (e.g., Easter bonnet parade). 	

Topic Y1/Y2 Science History Geography Art/DT		Science: Plants (Y2) <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	Geography: The UK <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents studied at this key stage Use simple compass directions (North, South, East, West) and locational and directional language [for example, near, far; left, right], to describe the location of features and routes on a map Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	Art: Expressive Painting <ul style="list-style-type: none"> I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. I can start to share my response to the work of other artists. I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. I can use various home-made tools to apply paint in abstract patterns. I can be inventive. I can make a loose drawing from a still life. I can see colours and shapes in the still life. I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. I can share my experiments and final piece with others and share what I liked and what went well. I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work. I can take a photograph of my final piece, thinking about focus and lighting.
Music	Rec (Sparkyard)	Musical Patterns and Performing		
	Y1 & 2	Calderdale Music Service		
PE (PE Planning)	Rec Y1 & 2	Forest School Football		
RE	All	What does it mean to belong to a church or mosque? 1.3		
PSHE (Jigsaw)	Rec	Relationships		
	Y1 & 2			
Computing (Purple Mash)	Y1	Coding 1 6 weeks		
	Y2	Presenting Ideas 2 4 weeks		