

## Communication, Language and Literacy

### Three Little Pigs

- Use imagination and describe ideas
- Mark making and letter formation
- Write using phonetic knowledge
- Learn and retell model text
- Perform the model text

## Maths

- Consolidating subitise 0-10
- Compare and represent number 0-10
- Numbers bond 0-5
- Solve problems involving doubling and halving

## Personal, Social and Emotional

### Dreams and Goals

- Challenge
- Never Give Up!
- Setting a Goal
- Obstacles and Support
- Flight to the Future
- Footprint Awards

## Expressive Art and Design

- Drawing and labelling pigs, houses and maps
- Designing a different character for the innovation stage of the new model text.



## Music – music and movement

### Round and round

- Listening: finding the beat
- Singing & Moving
- Playing Instruments: playing notes
- Rhythm & Improvising: clapping and making music
- Performing Together



# Poles Apart

**Big Question**  
**How does where we live affect how we live?**

Class 1 – EYFS  
Spring 1 2026



## Questions to ask

- What would it feel like to live somewhere very cold?
- How do animals and people keep warm?
- What clothes would we need to wear?
- How is life there the same or different to where we live?
- Can you retell The Three Little Pigs to family or friends?

## Physical Development

- Outdoor: manipulation and coordination
- Indoor: Dance and judo

## R.E

### What do Jewish people believe about God?

- Jewish beliefs about God
- Abraham and the beginnings of Judaism
- God as creator and keeping promises
- Special objects and prayers (Shema, mezuzah, tefillin)

## Understanding of the World

- Learning the differences between Polar Regions, including temperatures and animals.
- Understanding the Equator
- Locating the North and South poles.
- Identifying materials and discussing their properties

**Please note:** this is the starting point for our planning, but is not the full extent of what we will cover. We pride ourselves on being spontaneous and flexible, and may adjust our plans for teaching throughout the term to follow the children's lines of enquiry or learning interests and needs.