

Cognition and Numeracy

Calculations -

To count an irregular arrangement of up to 10 objects. (Band 6)

To recognise, understand and use mathematical symbols in their work including; +, -, = (Band 7)

To match numbers to 20. (Band 7)

To count forwards and backwards to 20. (Band 7)

To count objects to 20 independently and consistently. (Band 7)

To apply number bonds within 10 (NC Yr3)

To add and subtract 1s (NC Yr3)

To add and subtract 10s (NC Yr3)

To add and subtract 100s (NC Yr3)

To spot a pattern (NC Yr3)

To add 1s across a 10 (NC Yr3)

To add 10s across a 100 (NC Yr3)

To subtract 1s across a 10 (NC Yr3)

To subtract 10s across a 100 (NC Yr3)

To add 2 numbers (no exchange) (NC Yr3)

To subtract 2 numbers (no exchange) (NC Yr3)

To add 2 numbers across 10s or 100s (NC Yr3)

To subtract 2 numbers across 10s or 100s (NC Yr3)

To add 2 digit and 3 digit numbers (NC Yr3)

To subtract a 2 digit number from a 3 digit number (NC Yr3)

To know number bonds to 10 (NC Yr2)

To recognise fact families (Addition and Subtraction facts within 20) (NC Yr2)

To add and subtract 1s(NC Yr2)

To add by making 10s(NC Yr2)

To add 3 1 digit numbers(NC Yr2)

To add to the next 10(NC Yr2)

To subtract from a 10(NC Yr2)

To subtract across a 10(NC Yr2)

To add 2 2 digit numbers(NC Yr2)

To add 2 2 digit numbers across a 10(NC Yr2)

To subtract 2 2 digit numbers (NC Yr2)

To use a part-whole model (NCYr1)

To write a number sentence (NCYr1)

To know number bonds to 10 (NCYr1)

To add (add together) (NCYr1)

To add (more) (NCYr1)

To solve simple addition problems (NCYr1)

To subtract (find a part) (NCYr1)

To subtract - take away or cross out (NCYr1)

To subtract - on a number line (NCYr1)

To add 1 or 2 (NCYr1)

To subtract 1 or 2 (NCYr1)

Computing -

To use the camera on the iPad (Band 5)

To recognise basic parts of a keyboard e.g. spacebar, numbers and letters

To gain confidence and independence through using the iPad and computer independently (Band 6)

To recognise that it is not safe to communicate with people they do not know.

To recognise that strangers can be online too.

To use the keyboard to type sentences, numbers or known words. (Band 7)

To use technology to communicate and present their ideas. (Band 6)

Use ICT hardware to interact with age appropriate musical computer software (Band 6)

Shape, Space and Measure - Measurement Focus

To Measure in Metres and centimetres (NC Yr3)

To measure in millimetres (NC Yr3)

To measure in centimetres and millimetres (NC Yr3)

To understand equivalent lengths (metres & centimetres) (NCYr3)

To understand equivalent lengths (Cm & mm) (NC Yr3)

To compare lengths (NC Yr3)

To add lengths (NC Yr3)

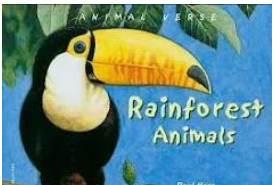
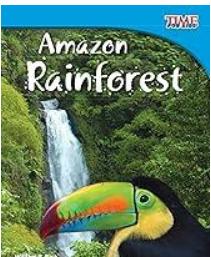
To subtract lengths (NC Yr3)

To measure perimeter (NC Yr3)

Sparrow Medium Term Plan

Spring Term 2026

Rainforests!



Shape, Space and Measure continued - Measurement Focus

To measure in centimetres (NCYr2)

To measure in metres (NC Yr2)

To compare & order length and heights (NC Yr2)

To compare mass (NCYr2)

To measure in grams and kilograms (NCYr2)

To compare volume (NCYr2)

To measure in millilitres & litres (NCYr2)

To read temperature (NCYr2)

To compare length and heights (NC Yr1)

To measure height using objects (NC Yr1)

To measure length using centimetres (NC Yr1)

To understand heavier & lighter (NCYr1)

To measure & compare mass (NC Yr1)

To understand full and empty (NC Yr1)

To measure & compare capacity (NCYr1)

To compare volume (NC Yr1)

Communication and Literacy

Reading -

Pupils develop their understanding of phase 2 phonics (Band 5)

Pupils develop their understanding of phase 3 phonics (Band 6)

To know that phonemes are represented by graphemes To say the phoneme when shown the grapheme (Band 5)

Recognises that stories have beginnings and endings and will sometimes guess how the story will end (Band 5)

To practice oral blending and segmenting simple words (Band 6)

Recognises some tricky words and familiar names (Band 6)

Comments on a story(Band 6)

To answer 'how' and 'why' questions about personal experiences and in response to stories or events(Band 6)

Children can talk and explain clearly about what has been read. (Band 7)

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Band 7)

Children use their phonic knowledge and skills to decode words

To identify characters in a story

To make inferences on the basis of what is being said and done (KS1 Yr1)

To predict what might happen on the basis of what has been read so far (KS1 Yr1)

To ask and answer questions (NCKS1)

To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (KS1 Yr1)

To develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways (KS1 NC)

Speaking and listening -

They can use single words, signs and symbols to communicate. This can include requesting or name a familiar object, continuing or ending an activity, greeting, or commenting on something they see. (Band 3)

Children begin to use verbs at a one key word level of understanding.

Children can communicate confidently using up to 3 key words, signs or symbols. (Band 4)

Children can ask simple questions to obtain information e.g. 'Where's the cat?', 'Who is that?'

Children can ask and answer "when?" questions. (Band 5)

Children develop social interaction and play skills.

-They can maintain a short conversation.

-They can talk about what they are doing.

Children build upon their vocabulary that reflects the breadth of their experiences. (Band 6)

They can describe how they are feeling.

Start to be able to answer questions about 'why' something has happened, although this still might be at quite a basic level

They can communicate with a range of listeners. (Band 7)

Children demonstrate 2 channelled attention consistently as and when required.

Children can consistently understand 3-part instructions

To listen and respond appropriately to adults and their peers (NCKS1)

To ask relevant questions to extend their understanding and knowledge (NCKS1)

Writing -

Hold a writing implement with increasing control (Band 3)

Copies underneath from left to right

To leave spaces between groups of letters/symbols. (Band 5)

To attempt to write other words other than my name.

To use letter sound knowledge in writing. (Band 6)

To use some recognisable words in their writing.(Band 6)

To compose a simple sentence with adult support. (Band 6)

To re-read what they have written to check that it makes sense. (Band 7)

To join words and clauses using 'and' (Yr1 NC)

To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Yr1NC)

To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Yr1NC)

To write sentences with different forms: statement, question, exclamation, command(Yr2 NC)

To use expanded noun phrases to describe and specify [for example, the blue butterfly] (Yr2 NC)

To use the present and past tenses correctly and consistently, including the progressive form(Yr2 NC)

To use subordination (using when, if, that, or because) (Yr2 NC)

To use conjunctions such as 'and', 'but' 'or' to extend sentences (Yr2 NC)

Enrichment outings:

Forest

Going on local transport and buying tickets

Cafes, shops, community visits

Exchanging money for items

Findina items in a shop from a list

Expressive Arts

Music –

Clap/ play a given rhythm (Band 6)

Create their own simple compositions, carefully selecting sounds (Band 6)

Use ICT hardware to interact with age appropriate musical computer software (Band 6)

Thinks abstractly about music and begins to express this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs." (Band 7)

DT –

Children identify that food and water helps run their body.(Band 5)

Children can identify different fruits and vegetables.(Band 6)

Children recognise that a balanced diet helps us to remain healthy.(Band 7)

Art –

Draws using circular or horizontal strokes (Band 4)

Shows awareness of lines when colouring in (Band 5)

Traces simple shapes (Band 5)

Represents a person, story or event artistically (Band 6)

Develops fine motor skills to use a range of tools competently and confidently.(Band 6)

To begin to draw to represent a face (Band 6)

Shows interest in the work of other artists (Band 6)

Represents a person, story or event artistically (Band 7)

To finish a piece of work following different stages.(Band 7)

Understands that art is made by an artist (Band 7)

Create collaboratively, sharing ideas, resources and skills with adult support (Band 7)

Draws from observation (Band 7)

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC1)

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC1)

Celebrations:

Chinese New Year

Mother's Day

Pancake Day

Holi

Eid al-Fitr

Easter

Further Learning Opportunities:

Cooking

Sensory room

Soft play

Forest

Bikes at Wythenshawe Park

Shadow Dance

Physical Development

Pupil can catch larger objects (Band 4)

Pupil can stop a ball travelling towards them (Band 6)

Pupil can catch various balls (of different sizes) whilst playing games

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC1)

Dance

To perform dances using simple movement patterns. (NCKS1)

To perform dances using a range of movement patterns (NCKS2)

To express themselves through repetitive and simple sequences and movement patterns. (Band 5)

To Rehearse and improve on previous weeks performance (Band 6)

To be part of a whole group, they have chances to perform and celebrate achievements, working on self-esteem and confidence. (Band 7)

Knowledge and Understanding of the World

Humanities - Geography Focus

The Amazon Rainforest
Animal habitats in the rainforests
Plants & Animals in Rainforests
Life in the Rainforests
David Attenborough
Save the rainforests

The Big Schools Bird Watch - We enjoy learning about Garden Birds and bird spotting around school.

Describes simple photographs of unfamiliar places, e.g. deserts and rain forests (Band 6)

Recognise weathers that typically occur in each season (Band 6)

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (NC KS1)

To show some understanding of chronological awareness

To understand some of the ways in which we find out about the past and identify different ways in which it is represented. (Band 7)

To understand historical concepts, such as historical significance.

Science -

To identify and describe the basic structure of a variety of common flowering plants, including trees. (NC Yr1)

To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (NC Yr2)

They name sources of food for animals in different habitats. (Band 7)

Children understand how an animal or plant is suited to its environment (Band 7)

They can describe and list what plants need to survive and stay healthy. (Band 7)

To identify and name a variety of plants and animals in their habitats, including microhabitats (NC Yr2)

To describe the importance of a balanced diet (Band 7)

To understand the importance of hygiene (Band 7)

To describe the importance for humans of exercise, eating the right amounts of different types of food & hygiene. (NC Yr2)

To talk about the temperatures they would expect to experience in different seasons. (Band 6)

To understand the effect of changing seasons on the natural world around them

To recognise that some plants are fruits/vegetables and where they come from [not a shop] (Band 5)

RE

Recognise some special people linked to a range of different religions - e.g. Rama and Sita as part of the Diwali story (Band 7)

Recognise times that are special in the Christian calendar (Band 6)

Recognise some simple stories from different religions

Identify key people in some Christian stories e.g. Mary. Joseph Jesus

Recognise times that are special in the Christian calendar

Identify stories from faiths about caring for the world /animals e.g. 'The lost sheep' and 'The crying camel' (Band 7)

PSHE

Managing Feelings and Behaviour

[PSHE KS1 / KS2: Copy Me | Moodboosters - BBC Teach](#)

To be able to initiate conversations and form good relationships with peers and familiar adults. (Band 5)

Demonstrates ways to calm themselves down (Band 6)

Describe some simple ways we can help others to feel better if they are feeling sad or upset (Band 6)

I can show sensitivity to others' feelings (Band 6)

Talk about how they form positive relationships with other children (Band 7)

Recognise trusted adults we can talk to if our friends are making us feel sad, scared or angry (Band 7)

Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves. (Band 7)

Independence & Life Skills

Demonstrate an understanding of kind and unkind behaviour (Band 4)

Identify some different responsibilities we may have to help keep safe and when people may require first aid (Band 6)

Developing understanding of the difference between a 'surprise' and a 'secret'. (Band 6)

Recognise what an 'emergency' is (Band 7)

Recognise how to keep ourselves safe in a range of situations (Band 7)

Understand how to call 999 and what to say (Band 7)

Give examples of how we can stop ourselves being pressured to behave in ways we don't like (Band 7)

Recognise that some people may not be able to eat certain foods because they will make them ill (allergies). (Band 6)