



**Willow class half termly overview**

**Learning Umbrella:  
Signs of Spring  
Ready Steady Grow**

**Spring 2 2026**

| DATE                                   |  | WEEK 1<br>23/02/26   | WEEK 2<br>02/03/26   | WEEK 3<br>09/03/26   | WEEK 4<br>16/03/26   | WEEKS<br>23/03/26  |
|--|--|--|--|--|--|--|
| Special events                         |  |  | 03/03/26 – Trip to the farm  | Mother’s Day 15/03/26<br><br>Science week  | 20/03/26 start of Spring   | 05/04/26 – Easter  |
| Books/ Themes                          |  |  | <b>Learn to sing various farm-themed songs with the children, such as <i>Old MacDonald Had a Farm, The Farmer Gathers His Hay Today, Dingle Dangle Scarecrow, The Farmer's in His Den and Oats and Beans and Barley Grow.</i></b>  |  | <br>   |  |
| English, Reading<br>Spelling, (French) | C&L -<br>Listening<br>and<br>attention | Listen to and talk about stories to build familiarity and understanding.   | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.   | Listen to and talk about stories to build familiarity and understanding.   | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.   | Listen to and talk about stories to build familiarity and understanding.   |
|  | C&L -<br>Speaking                      | Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.   | Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.   | Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
|  | Key vocab                              | healthy, unhealthy, diet, vitamin, vegetable, fruit, hydrate, sugar, fat, exercise, heart  | baby, calf, kid, chick, lamb, piglet, cygnet, puppy, kitten, produce   | seed, soil, root, leaves, stalk, grow, water, sunlight   | Buds, daffodils, blossoms, ducklings, tadpoles, rainbows   | Cross, tomb, risen, joy, celebrate   |
|  | Word of the week                       | Healthy  | Farm   | Grow   | Spring   | Easter   |
|  | LIT -Reading                           |  | <b>Language week:</b><br>Tier Two words:<br>Word 1: nuisance<br>Word 2: mighty<br>Word 3: leaped (leaps)<br>Word 4: spoil (spoiled, spoils)<br>Word 5: swelled<br>Word 6: squealed (squeal, squealing)<br>Word 7: humming (hum, hums, hummed)<br>Word 8: dived (dive, dives) |  | <b>Language week:</b><br>Tier Two words:<br>Word 1: imagination (imagining, imagine, imagined, imagines)<br>Word 2: wild<br>Word 3: ordinary<br>Word 4: roamed (roam, roams, roaming)<br>Word 5: soared (soar)<br>Word 6: longed<br>Word 7: discovered |  |

|       |  |  |   |   |  |   |
|-------|--|--|---|---|--|---|
|       | LIT -Writing                               | Super salad recipe   | March Writing assessment  | How to plant a seed instructions  | Spring walk observations   | April writing assessment  |
| srtr  | Maths – Number                             | <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>We count to find out <b>how many</b> objects there are.</li> <li>The <b>last number we say</b> when counting tells us how many altogether.</li> <li>Numbers are always said in the <b>same order</b>.</li> <li>Each number is <b>one more</b> than the number before it.</li> <li>We can count objects carefully and <b>stop at the right number</b>.</li> <li>Numbers repeat a pattern, which helps us <b>count beyond 20</b> using numbers we already know.</li> </ul> | <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>We can compare groups of objects up to <b>10</b>.</li> <li>We can line objects up to check which group has <b>more, fewer</b> or the <b>same</b>.</li> <li>Groups can be <b>equal</b> or <b>not equal</b>.</li> <li>Counting carefully helps us compare numbers.</li> <li>Numbers have a place in the counting order, which helps us know which is bigger or smaller.</li> <li>We can order <b>two or more</b> groups by size.</li> </ul> | <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>Numbers are made of <b>smaller parts</b>.</li> <li><b>7</b> can be made in <b>different ways</b> (for example, 5 and 2).</li> <li>A whole number can be <b>split into parts</b> and put back together.</li> <li>When one part is missing, we can <b>work out what is left</b>.</li> </ul> | <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>Numbers up to <b>10</b> can be made from <b>two equal parts</b>.</li> <li>When two parts are the same, they make a <b>double</b>.</li> <li>We can use <b>fingers, dice and pictures</b> to see doubles.</li> <li>We can find the <b>whole</b> by putting the two equal parts together.</li> <li>Some doubles can be <b>remembered</b> without objects to help us.</li> </ul> | <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>Objects can be <b>sorted in different ways</b> (such as by colour, size or what they are used for).</li> <li>We can talk about <b>why</b> objects belong in a group.</li> <li>Groups can be the <b>same</b> or <b>different</b>.</li> <li>Some numbers can be made from <b>two equal parts</b> (doubles).s</li> <li>Numbers that can be made as <b>doubles are even</b>.</li> </ul> |
| Sci.  | UtW – Past and present                     |  | Put familiar events in chronological order, using pictures and discussion.  |   |  |   |
| Hist. |  |  |   |   |  |   |
| Geog. | UtW – People culture and communities       | <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>It is important to eat lots of fruit and vegetables and drink milk or water to stay healthy.</li> <li>Good hygiene is important to keep us healthy.</li> </ul>  |   | <p><b>Children will know:</b></p> <p>Different countries, communities and cultures have different food and traditions.</p>  |  | <p><b>Children will know:</b></p> <p>Easter is a springtime festival that is celebrated by Christians.</p>  |
| Com.  |  |  |   |   |  |   |
| RE    | UtW – The natural world                    | <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>Fruit and vegetables are healthy foods.</li> <li>Fatty, sugary or salty foods are unhealthy.</li> </ul>   | <p><b>Children will know:</b></p> <p>A farm is an area of land and its buildings used for growing crops and rearing animals.</p>  | <p><b>Children will know:</b></p> <p>Plants need soil, water and sunlight to grow and survive.<br/>Some plants produce seeds so that they can grow new plants.<br/>Seeds come in different shapes, sizes and colours.</p>   | <p><b>Children will know:</b></p> <p>Spring is a season. It comes after winter and before summer.<br/>In spring trees start to grow leaves and some trees grow blossom.</p>  |   |
| PE    | PD – Gross motor GYMNASTIC S UNIT 1 PE HUB | <p>Real PE Creative Foundation</p> <p>Real Dance Creative Foundation</p>   | <p>Real PE Creative Foundation</p> <p>Real Dance Creative Foundation</p>  | <p>Real PE Creative Foundation</p> <p>Real Dance Creative Foundation</p>  | <p>Real PE Creative Foundation</p> <p>Real Dance Creative Foundation</p>   | <p>Real PE Creative Foundation</p> <p>Real Dance Creative Foundation</p>  |