

Communication and Language (CL)

- Listening and stories, songs and rhymes.
- Listen and respond to a range of topic-based texts and join in with group discussions. Listening to classmates and taking part in small group discussions.
- Speaking using recently learnt vocabulary.
- Using language to request help.
- Sharing experiences of Christmas and holidays with the class & discussing new beginnings and New Year's resolutions.
- Talk about their play and topic related objects using simple sentence structures.

Literacy (L)

- Exploring the reading area, including fiction, non-fiction, nursery rhymes and fairytales.
- Sharing books with familiar adults, friends and as a class.
- Topic based writing opportunities including letters from space; lists of supplies for a trip to the moon and descriptive writing.
- Talk about writing with other adults.
- Explore writing through roleplay activities. Dinosaur Museum, Chinese Restaurant and space ship.
- A variety of texts (See overleaf).

Expressive Art and Design (EAD)

- Developing role play skills.
- Exploring different materials and textures.
- Continue to explore the different marks we can make with mark making tools and our fingers in a variety of media.
- Explore the sound of different instruments.
- Explore construction materials to build and balance.
- Singing and rhymes (topic related).
- Dancing and games.

Personal Social Emotional Development (PSED)

- Sharing various toys, developing turn taking skills with adults and peers.
- Playing alongside peers and beginning to play with peers.
- Developing friends and problem solving with peers.
- Introduce different customs through stories and books etc.
- Following routines independently.
- Accepting adult direction with the support of symbols.
- Understanding perseverance, challenge and setting goals for the future.
- Understand the link between what I learn now and the job I might like to do when I'm older

ZOOM - A Journey through

Space and Time

Topic Web Spring 1 2026

Physical Development (PD)

- Continue to develop independence, putting on coat and getting changed for PE.
- Dressing up for role play.
- Throwing and catching balls
- Moving in a variety of ways.
- Running and jumping safely.
- Continue to explore mark-making tools, promoting pincer grip.
- Exploring the use of one-handed tools e.g. pens, scissors, hammers, knives, spoons for cooking.
- Dough disco to promote strength in fingers.
- Continuing and improving handwriting.

Mathematics (M)

- Number recognition to 20.
- Counting songs and correspondence counting.
- Look at shapes when designing a rocket.
- 2 and 3 pattern repeat.
- Order numbers to 10
- Writing numbers independently.
- Using mathematical language, more than, less than.
- Counting place settings, spoons, menus etc
- Problem solving e.g. how many plates for 4 people
- Fill containers with sand and water and use language such as full/empty
- Use language adding and subtraction in play
- Use money in the dinosaur museum.
- Sorting different coloured objects into sets
- Act out different numbers e.g. 4 claps, 8 jumps

Understanding the World (UW)

- We will take a sensory walk around our playground focussing on our natural environment, signs of winter.
- Find out about our topics through stories and books
- Discover and learn about the lives and work of explorers, dinosaurs and astronauts.
- Learn about polar regions, habitat, animals.
- Use books to help children understand the past. Share with the children what the world looked like during the Jurassic era. Allow the children time to discuss and explore what is similar/different.
- Invite children to explore changing states of matter by freezing some dinosaur toys in ice. Place the frozen dinosaurs in different places around the setting to see where dinosaurs can escape the ice age the quickest and why.
- Learn about the planets in our solar system, looking at day and night, light and dark.
- Looking how technology had changes throughout the years.

Books for Spring Term 1 - ZOOM - A Journey Through Time and Space.



Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Phonics

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring	Alive in 5			Growing 6,7,8		
	One Less	Composition of numbers	Balance scales	Representing 6	Matching 6, 7 8	Comparing height
	Zero	How many altogether?	Full and empty	Making 7	Making pairs	Comparing length
	Composition of 5	Composition of numbers – 3 groups	Measuring capacity	Making 8	Combining 2 groups	Days of the week
	Composition of 5	Composition of numbers – 3 groups	Measuring capacity	Matching 6,7,8.	Combining 2 groups	Measuring height
Equal and unequal groups	How many are hiding? (animals)	Measuring capacity	One more and one less	Adding more	Measuring time	
		How many are hiding (cubes)	Measuring ingredients			