



# The Willows School Curriculum Overview – Spring 1 2026

## Lime

Subject	Spring 1
<p style="text-align: center;"><b>English</b></p>	<p style="text-align: center;"><b>Poems to Perform</b> By Julia Donaldson, Clare Melinsky</p> <p>Picture book</p> <p><b>Literary Form</b> Poetry anthology</p> <p><b>Human Theme</b> Expressing ourselves</p> <p><b>Link to Main NC area of learning</b>            Science: Identify and describe characteristics of animals and habitats; learn animals' basic needs for survival, how to look after animals. Investigate, and discuss the changing seasons.            Music: Listen and respond to recorded music related to the poetry explored, e.g. Vaughan William's 'The Lark Ascending'.            P.E: Compose, rehearse and perform a dance in role as the Skylark, using simple movement patterns.            PSHE: Use poems as a means to express oneself</p> <p><b>Reading: Experience, Knowledge, Skills and Strategies</b>            Support fluence with rhythm and rhyme Looking at language            Basic code and consonant clusters            Match aural patterns like rhyming pairs to visual patterns by onset and rime            Develop inference and deduction Form intertextual links            Make prediction            Read pseudo words in context            Develop fluency through performance Responding to illustration</p> <p><b>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</b>            Poetic language Range of sentence structures (statements, questions) Regular plural noun suffixes            Expressive and figurative language Language and word play            Language for effect – prosody and choice creating meaning            Expanded noun phrases, adjectives and adverbial phrases            Past, present perfect, progressive tense</p>



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	<p>First and Third Person comparison Investigating spelling patterns Regular plural noun suffixes Joining words &amp; joining clauses with and Expressing time, place and cause using conjunctions and adverbs</p> <p><b>Extended Writing Outcome</b> Poetry in a range of forms</p>
<p><b>Mathematics</b></p>	<p><b><u>Length and Perimeter</u></b> Convert between different units of measure [for example, kilometre to metre; hour to minute] Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p><b><u>Fractions</u></b> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, families of common equivalent fraction Add and subtract fractions with the same denominator</p>
<p><b>IPC</b></p>	<p><b><u>Modern Europe - what are its spaces and places like?</u></b> -To be able to locate Europe on a world map and find out about its features -To be able to identify and locate countries in Europe -To be able to identify European countries according to their features -To be able to identify the major capital cities of Europe -To be able to compare two European capital cities -To find out about the human and physical features of a European country</p> <p><b><u>Classification: Why do we classify animals?</u></b> Explore different habitats Research a habitat Explore how animals can be classified Create a classification key Adaptations and classification within species Explore and classify pond</p>



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	<u>Dreams and Goals</u>	<u>Hinduism</u>
<b>PSHE/RE</b>	<ul style="list-style-type: none"> <li>• <b><u>Puzzle 1</u></b> Hopes and Dreams</li> <li>• <b><u>Puzzle 2</u></b> Broken Dreams</li> <li>• <b><u>Puzzle 3</u></b> Overcoming Disappointment</li> <li>• <b><u>Puzzle 4</u></b> Creating New Dreams</li> <li>• <b><u>Puzzle 5</u></b> Achieving Goals</li> </ul>	<p><b><u>Sanatana Dharma</u></b></p> <p>What is the best way for a Sanatani to lead a good life?</p>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Swimming</li> <li>• Yoga</li> <li>• Dance</li> </ul>	
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Programming a screen turtle</li> <li>• Programming letters</li> <li>• Patterns and repeats</li> <li>• Using loops to create shapes</li> <li>• Breaking things down</li> <li>• Creating a program</li> </ul>	
<b>Music</b>	<p><b>Sounds</b></p> <ul style="list-style-type: none"> <li>• Be able to recognise and explore the ways that sounds can be made, organised and used expressively</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Singing Assembly</li> </ul>	
<b>Art &amp; DT</b>	<p><b>Curriculum related</b></p> <p><b>Lifelike Drawing</b></p> <ul style="list-style-type: none"> <li>• Be able to plan and create an original work of art to express experiences, thoughts, ideas and/or emotions</li> <li>• Be able to demonstrate improvement when using/practising a specific technique</li> <li>• Be able to create an original artwork to serve a given purpose selecting from a range of given media</li> <li>• Be able to experiment with and combine a variety of materials, techniques and technologies</li> <li>• Be able to select materials and techniques to communicate an idea and be able to explain their selection</li> <li>• Know about line, value, colour and the difference between shape and form</li> <li>• Understand how techniques in visual communication can be used to create different effects</li> <li>• Be able to make inferences about artists and their intention</li> </ul>	