



**MATHEMATICS**

**1. Place value within 20**

Count within 20

Understand 10

Understand 11,12,13

Understand 14,15,16

Understand 17,18,19

Understand 20

1 more and 1 less

The number line to 20

Use a number line to 20

Estimate on a number line to 20

Compare numbers to 20

Order numbers to 20

**2. Addition and Subtraction within 20**

Add by counting on within 20

Add ones using number bonds

Find and make number bonds to 20

Doubles

Near doubles

Subtract ones using number bonds

Subtraction – counting back

Subtraction – finding the difference

Related facts

Missing number problems

**3. Place value (within 50)**

Count from 20 to 50

20, 30, 40 and 50

Count by making groups of tens.

Groups of tens and ones

Partition into tens and ones

The number line to 50

Estimate on a number line to 50

1 more, 1 less

**4. Length and Height**

Compare length and height

Measure length using objects

Measure length in cm



**SPRING TERM 2026 PROGRAMME OF STUDY FOR TRANSITION**

	<p><b>5. Measurement (mass and volume)</b></p> <p>Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity</p>
<b>ENGLISH</b>	<p>The children will continue to develop their reading ability and phonics through the RWI scheme. Practising spellings with a weekly spelling list. Daily handwriting practice to ensure all letters and numbers are formed correctly. Continue to use simple punctuation and grammar and build on writing skills and comprehension. Produce creative and factual writing. To continue to develop their speaking and listening skills. Weekly visits to the library once open.</p>
<b>SCIENCE</b>	<p>Animals and Humans, including learning the different groups and identifying features. Plants</p>
<b>HISTORY and GEOGRAPHY</b>	<p><b><u>Geography - Why don't penguins need to fly?</u></b> Identify and locate the 7 continents and 5 oceans of the world. Recognise and describe the key features of the Antarctic environment. Explore and identify adaptation of penguins and camels. Penguin themed artwork Explore location and features of the Sahara Desert. Find out about the components of the food chain of an Emperor Penguin and a polar bear. Identify and describe some key geographical features of a South American country. Compare and contrast the weather and climate of Antarctica and Zambia.</p> <p><b><u>History- Sappho</u></b> Explore what it may have been like to live in the city of Pompeii 2000 years ago.</p>



## SPRING TERM 2026 PROGRAMME OF STUDY FOR TRANSITION

	<p>Examine primary and historical sources to find out information from the past about people and places. Understand what the Roman Empire was.</p> <p>Compare and contrast the lives of the rich and the poor in Pompeii.</p> <p>Investigate what happened on 24<sup>th</sup> August AD79 and how this affected the residents of Pompeii.</p> <p>Describe key parts of a volcano and understand how an eruption happens.</p> <p>Create own artwork to tell the story of the events of August AD79.</p> <p>Create a volcanic eruption using household ingredients.</p> <p>Identify artefacts excavated in Pompeii and their possible uses.</p>
<b>RELIGIOUS EDUCATION</b>	<p>'Caring for Others'</p> <p>Children will consider how they can be kind to each other and look after one another.</p> <p>Children will learn about kindness and the importance of caring for others, by exploring the values of different religions. This includes reading stories from different faiths and learning about religious festivals and practices. Additionally, children will begin to explore a story from different perspectives.</p>
<b>PERSONAL &amp; SOCIAL DEVELOPMENT</b>	<p>This unit explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.</p>
<b>Computing</b>	<p>Online Safety</p> <p>Children will also work on their coding skills, using the Beebots and Scratch Junior</p>



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<b>ART &amp; DESIGN</b>	<p>To learn about the life and artwork of Pablo Picasso and recreate work in the style of the Artist.</p> <p>To make a puppet using sewing skills to attach felt together.</p> <p>To develop paper weaving / threading skills.</p> <p>To create a card with moving parts.</p>
<b>PHYSICAL EDUCATION</b>	<p><b>Gymnastics</b> –Children will learn the core gymnastic shapes. Practice balances and linking these moves together. Jumping from apparatus</p>
<b>GAMES</b>	<p><b>Games skills</b> – familiarisation of movement and ball skills; opportunities to use different equipment; and play simple games and work with a partner or small group.</p>
<b>MUSIC</b>	<p>Children will continue with learning the names of instruments along with their characteristic sounds. Be introduced to body percussion, practice call and response of short rhythms.</p> <p>Continue with learning a melody looking at the pitch and shape; reproducing it on a tuned instrument.</p> <p>Look at instruments that represents different animals – Carnival of animals</p> <p>Introduce and learn songs for Easter.</p> <p>Look at songs and music related to Easter, for Friday assemblies and end of term.</p>
<b>FRENCH</b>	<p>Colours</p> <p>Numbers 1-10</p> <p>French rhymes</p> <p>Easter in France</p>