

**Key Stage 2 – Spring 2 2025/26**  
**Senses**

<b>English and Reading</b>	<b>Maths</b>	<b>SoCo &amp; PSHE</b>	<b>Computing</b>	<b>Science</b>	<b>PE</b>	<b>Humanities</b>	<b>Structured Play</b>	<b>Creative Arts: Art</b>
<p><b>Poetry: The Puffin Book of Fantastic First Poems</b></p> <p>Explore, interpret and respond to poetry</p> <p>Explore rhythm, rhyme and pattern in a range of poems</p> <p>Respond to and play with language in poetry</p> <p>Use poetry as a stimulus for art</p> <p><b>Sight words</b> Recognising meaningful familiar words</p> <p><b>Phonics</b> Recognising sounds Blending and segmenting</p> <p><b>Reading</b> Comprehension skills Using language in context</p>	<p><b>Number, Multiplication and Division, Shape</b></p> <p>Develop confidence in number and counting and exploring numbers through the topic of 'Senses.</p> <p>Develop their understanding of numbers in relation to multiplication and division.</p> <p>Develop their understanding of shape through practical activities.</p> <p>Use and apply their maths skills (based on individual small steps from this strand)</p>	<p><b>SoCo: My Friends Need Personal Space</b></p> <p>Recognising when others need space</p> <p>Communicating preferences clearly and safely</p> <p>Adjusting behaviour across school and community environments</p> <p>Preparing for shared public spaces (pavements, shops, transport, parks)</p> <p><b>PSHE: Personal Identity</b></p> <p>Recognise key aspects of their personal identity by identifying special people, recognising themselves in photos and exploring things they are good at and enjoy.</p> <p>Describe their personal interests, likes and dislikes and identify what makes them unique.</p>	<p><b>Digital Jigsaws</b></p> <p>Be able to make a meaningful mark on the screen</p> <p>Be able to make a controlled mark on the screen (to make a puzzle)</p> <p>Use different marks to design a digital puzzle</p>	<p><b>Sound</b></p> <p>Recognise loud and quiet sounds.</p> <p>Identify a range of sounds around them</p> <p>Change the volume of sounds to make them louder and quieter</p>	<p><b>Fitness and Strength</b></p> <p>Develop fitness and strength skills through controlled movement and stretches.</p> <p>Engage in circuit type activities and exercises</p> <p>Identify how our bodies change during exercise (heart rate)</p>	<p><b>RE: Senses</b></p> <p>Experience the six main religions through senses with creative and sensory-based learning</p> <p>Identify how senses link to a religion by describing what they can see, hear, feel and smell</p> <p>Consider how values which are important and significant to a religion apply to their lives</p>	<p><b>Movement and Dance – Motor Skills Play</b></p> <p>Express themselves through movement and dance using preferred choices of movement.</p> <p>Follow action-related instructions to create movements in relation to senses (sound, sight, touch).</p> <p>Work with a partner to share movements and actions, and extend movement sequences</p>	<p><b>Senses and Sight</b></p> <p>Engage in different sensory experiences to make images exploring the theme of "sight"</p> <p>Make independent choices about how they choose to use different sensory mark making techniques to create artworks inspired by the theme of "sight"</p> <p>Follow instructions to engage in different mark making sensory techniques to create artwork inspired by the theme 'sight'</p>

