



# Our Lady of Lourdes Catholic Primary and Nursery School



## Willow Class Cycle 2 Spring 2026

Week	5/01/26	12/01/26	19/01/26	26/01/27	02/02/26	09/02/26	16/02/26	23/02/26	02/03/26	09/03/26	16/03/26	23/03/26	30/03/26
							Half Term			Assessment Week			Holy Week
SPELLING	Spring 1 Suffix: -th	Prefixes re-, auto-, anti-	Prefixes mis-, dis- and dif-	Prefix inter-	Unit 17 quest	Unit 18 press		Unit 19 Suffixes -ion and -ian	Unit 20 ough letter string	Unit 21 ear letter string	Unit 22 ere letter string	Unit 23 Prefixes sub-, super- and sur-	Unit 24 Prefix in-
WRITING	Third person narrative (animal stories)			Non-chronological reports B				Advanced instructional writing A		Performance poetry B (including poetry from other cultures) (Enrichment)	First person narrative descriptions B		
READING	Sam Wu is Not Afraid of the Dark							Operation Gadgetman 3 Blocks					
MATHS	Multiplication and division B			Length and perimeter		Fractions A		Fractions A		Mass and Capacity		Fractions B	
RE	<b>Galilee to Jerusalem</b>							<b>Desert to Garden</b>					
	Epiphany	Miracles Cure of the centurion's servant Cure of the Paralytic	Our Father Parables of the Kingdom of God	Parable of the Sower	Parable Treasure and the Pearl	The Life of St John Bosco		Manna in the dessert  Feeding the 5000	The last supper  The Mass	The Offertory and Creation The liturgy of the Eucharist	Communion  First holy communion	What happens at Holy Communion  Living the Eucharist	Holy Week Around the World
Science	<b>Forces and Magnets</b>						<b>Plants</b>						
	Strong Start  Collecting data	What are contact forces?	How do surfaces affect the motion of an object?	How does friction affect moving objects?	What is a non-contact force? How is this different to a contact force?	How do magnets attract and repel?	Which materials are magnetic? Forces and magnetism summary	What are the parts of a flowering plant? What do they do?	Do all plants need the same things to thrive and grow?	How do leaves make food for the plant?			



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Geography	UK Study						Half Term	UK Study					
	Remember countries and capital cities. What are the regions of England?			What are the cities and counties of the UK?				What are the physical and human landmarks of England and Scotland?			What are the physical and human landmarks of Wales and Northern Ireland?		What are the topological patterns of the UK? What can I see here?
History	Stone Age – Iron Age							Rome and the impact on Britain					
		When was the Iron Age? What was the Iron Age like? How do we know?			What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?				Who were the Romans?				Rome and the impact on Britain
Computing	Internet Legends							Coding					
			Online Reputation, Passwords & Behaviour and Opinions and Differences			Online Reputation, Passwords & Behaviour and Opinions and Differences				Scratch: Selection in Quizzes			
Art and design				Creative Response				Textiles and collage Block C					
				Exploration of materials and artform	Explicit teaching of techniques	Applying knowledge, skills and techniques		Specific teaching of techniques and artform Exploring materials	Specific teaching of sculptural techniques				
Design Technology	Mechanisms Block C How can we do a lot of work with little effort?										Food and Nutrition Block D		
	Exploring levers and their applications Developing practical skills	Exploring linkages and their applications Developing practical skills Developing design skills	Making a linkages and levers product Evaluating outcomes								Exploring Nutrition Explicit teaching of culinary skills and techniques Evaluating outcomes	Exploring healing qualities of food Explicit teaching of culinary skills and techniques Evaluating outcomes	Exploring sensory qualities of food Applying skills Modifying and improving



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<b>Music</b>	<b>Singing</b>						<b>Half Term</b>	<b>Glockenspiel</b>						
	<ul style="list-style-type: none"> <li>Singing focus: The history of singing Block C</li> <li>Singing for togetherness e.g. folk songs, war chants, hymns Block C</li> </ul>							<ul style="list-style-type: none"> <li>Tuned focus: Musical notation Block D</li> <li>Introduce the staff Block D</li> </ul>						
<b>PE</b>	<b>Swimming</b>							<b>Swimming</b>						
	enter and leave the pool safely, and move within the water safely.	enter and leave the pool safely, move within water safely and begin to understand aquatic breathing.	Travel around the pool using a number of methods for a minimum of 5m	Travel around the pool confidently using a number of methods for a minimum of 5m	Travel around the pool confidently and efficiently through the water at different speeds and directions using a number of methods for a minimum of 5m	Play a water based game		Float on back and return to standing. Float on front and return to standing. Rotate from back to front OR front to back	Float on front (up to 30 seconds) and return to standing. Push and glide on front	Carry out an efficient push and glide on their front. Use an alternating leg kick on their front to propel themselves a minimum of 5m	Enter and exit the water safely. Float on back (up to 30 seconds) and return to standing. Push and glide on back. Play a water based game	Begin to experience the NC 'safe self-rescue' skills	Assessment	
	<b>Morecambe Football Club - Netball</b>							<b>Gymnastics</b>						
	To demonstrate passing a ball using a chest pass.  To move into space after using a chest pass in a game.	To demonstrate passing a ball using a bounce pass.  To move into space after passing in a game.	To perform a chest pass and bounce pass in a game.  To apply a feint when passing to outwit a defender.	To perform a pass in a game using a chest pass or bounce pass.  To apply a simple tactic to outwit a defender.	To perform a pass in an invasion game using a chest pass or bounce pass.  To apply a simple tactic to outwit a defender.	To perform a pass in an invasion game using a chest pass or bounce pass.  To apply a simple tactic to outwit a defender.		To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.	To show different travelling and balancing actions using the apparatus.	To use the apparatus to perform jumping actions.  To evaluate successful transitions between actions.	To use the apparatus to perform rolling actions.  To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling.	To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.		
<b>PHSE / HRSE</b>		LKS2 Module 1, Unit 4 Session 1: Life Cycles	Session 2: A Time For Everything	SCARF Visit	Session 3: Big Changes, Little Changes	LKS2 Module 2, Unit 1 Story Sessions: Jesus, My Friend			LKS2 Module 2, Unit 2 Session 1: Friends, Family and Others...	Session 2: When Things Feel Bad	LKS2 Module 2, Unit 3 Session 1: Sharing Online	Session 2: Chatting Online		
	<b>Introductions and questions</b>							<b>Working together Following instructions</b>						
<b>MFL</b>	What is your name?	How old are you?	How are you?	Revisit questions and responses	Paired interviews – rehearsing questions and responses	Pair with French School to practice introductions and questions		Please and thank you	Rehearsing sentences using verbs	Identifying verbs in a sentence	Colours Classroom items	Posing questions	Instructions in French	