



Opal Termly Learning – 2026-27

Opal Cycle A	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	 Do you want to be friends? Physical Education	 What's that sound? Understanding the World	 Are we there yet? Understanding the World	 Do dragons exist? Literacy	 How high can I jump? Physical Development	 What can you see in summer? Understanding the World

Memorable Experiences/ Learning outside the classroom links	Friendship scenarios Outdoor learning environment to reflect all areas of learning as in daily planners	Silent Disco/Classroom disco party and lights Outdoor learning environment to reflect all areas of learning as in daily planners	Imaginary Journeys - on the train on the airplane class-based role play and virtual experience. Outdoor learning environment to reflect all areas of learning as in daily planners. Park visit linked to active listening skills and Philosophy Thinking Moves.	Walmer Castle visit (If suitable) Make cardboard giant castle if on site. Outdoor learning environment to reflect all areas of learning as in daily planners. Walmer castle visit linked to active listening skills	Park Trip Park trips, design your own sports day.	Beach Trip Beach trips, create a beach in our outside area.
Communication and Language	Language Through Colour (Who/Where) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Target	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets
Personal, Social and Emotional Development	Active listening skills	Active listening skills	Active listening skills	Active listening skills	Philosophy Thinking Moves - Thinking back Good practices in eating, exercise and sleeping.	Philosophy Thinking Moves - Thinking back Good practices in eating, exercise and sleeping.

Understanding the World	2Simple Games, learning games and turn taking How are we the same and how are we different? Observing others and the world around us - making comments and observations.	Making and changing sounds	Different countries and cultures - how are they the same and how are they different? Being safe - road safety changes in the world around us - seasons and weather.	Castle people Weeks 1-3 and castle animals weeks 4-6 investigation	Healthy food choices and diet - food likes and dislikes. Food tasting from around the world and trying new things.	Healthy food choices and diet - food likes and dislikes. Food tasting from around the world and trying new things.
Expressive Arts & Design	Mark making - gross and fine motor -what and who can we draw? Make a big me - what can I tell you about me? what can I include in my self collage/artwork?	Making instruments. Decorating, designing and planning.	Exploring and using media and materials; Being imaginative Large Group artwork	Create a dragon and castle using cardboard/junk modelling/colour mixing for decoration.	Moving in different ways to music. Linking music to emotions Create your own dance or movement sequence.	Moving in different ways to music. Linking music to emotions Create your own dance or movement sequence.
English	Sound games - Phase 1 listening and attention focus Phase 2 sat pin m d g and initial/final sounds blending and segmenting Recognising our names	Gross and fine motor skills, clever hands and Phase 1/2 learning as per differentiation. Name recognition and writing. Mark making/writing initial sounds	Daily writing interventions Reading; Writing Twinkl Phonics Program at individual/group level Sentence level with tricky words where applicable.	Gross and fine motor skills, clever hands and Phase 1/2 learning as per differentiation. Name recognition and writing. Mark making/writing initial sounds	Daily writing interventions Reading; Writing Twinkl Phonics Program at individual/group level Sentence level with tricky words where applicable.	Daily writing interventions Reading; Writing Daily Literacy play challenges

English Text	Have You Filled a Bucket Today? Lost and Found Colin and Lee, Carrot and Pea Mr Big Nursery Rhymes/Action Rhymes Shark in The Park A Day of rhymes ~Pooley Pip and Posy: The New Friend The Lion and the Mouse	Noisy Farm – Campbell The Quiet Book The Loud Book – Underwood Peace at Last – Murphy The Very Quiet Cricket - Carle Nursery Rhymes/Action Rhymes Noisy Poems – Bennet The Musical Life of Gustav Mole – Meyrick The Noisy Noisy Farm – Stansby The Listening Walk – Showers Noisy Orchestra (Noisy Books) – Taplin	We're Going on a Bear Hunt The Great Balloon Hullabaloo Mr Gumpy's Outing The Ultimate Book of Vehicles Children's Picture Atlas On a car journey: What can you spot? -I Spy Nursery Rhymes/Action Rhymes Tip, tip, Dig,Dig - Garcia Duck in The Truck – Alborough Seaside Poems - Bennett Mr Gumpy's Motor Car. The Snail	Non-Fiction animal texts to contrast with Fiction key texts below George and the Dragon - Wormell A Dragon in the Classroom - poem The Pet - poem Tony Bradman	Kicking a Ball Allan Ahlberg The Rabbit and the Turtle (Aesop's Fables) Eric Carle The Sports Day Nick Butterworth and Mick Inkpen Mr. Men Sports Day Roger Hargreaves It's Sports Day (Schoolies) Roger Priddy Peppa Pig: Peppa's Gym Daddy Pig's Fun Run Topsy and Tim Sports Day Jean and Gareth Adamson	Summer is Here! Heidi Pross Gray What Can You See in Summer? (Seasons) Sian Smith Guess How Much I Love You in the Summer Sam McBratney Summer Days and Nights Wong Herbert Yee Poems about Seasons Brian Moses Planting a Rainbow Lois Ehlert Pop-up Garden (Usborne) Fiona Watt
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			and the Whale At the airport: What can you spot?			
Maths White Rose Maths	Numbers; Shape, space and measures Number recognition and counting objects Shape Recognition 2-D Ordering and sorting by size/length/weight etc. Making 2-5 in different ways 2/3 step patterns	Numbers; Shape, space and measures Number recognition and counting objects Shape Recognition 2-D Ordering and sorting by size/length/weight etc. Making 2-6 in different ways patterns in sound	Number formation Following/creating/correcting patterns More and Less 1/2/3/4 more and less with practical problems, songs, role play and number lines.	Comparative language investigations through daily play challenges. Castle Wall counting activities and gold coins in jar investigation and number focus. More and Less 1/2/3/4 more and less with practical problems, songs, role play and number lines.	Concepts of addition and subtraction	Number formation Following/creating/correcting patterns Sharing, doubling and halving Number bonds to 10
Music	In group starting and stopping together	Christmas performance preparation	Musical elements. Loud and quiet. Fast and slow.	Recognising pitch. High and low	Recognising rhythms. Being able to speak and play rhythms	Sing and sign
L4L	My World: Class and School Charter; Vote	Being Me: feeling special, safe and part of a class; introduction to	It's My Body: Clean as a whistle	Sparkle and Shine! (Everyone can sparkle)	Stay calm and ask for help	Introduction to Life Cycles and change.

	for School Council rep.	rights and responsibilities.	Can I eat it?	We are all Unique.	Caring for others	preparing for transition to new class
	Belonging to a family	Anti-bullying: Understanding what bullying is and knowing what to do.	I can choose	Superhero Me (Fun exploring superheroes and our own super strengths)		Safety first:
	Same and Different: making friends	Explore Christianity 1 What is Christmas? Christmas traditions and gift giving.		Explore Christianity 2 (Link to Easter – collaboration with QRBC)		Staying safe around strangers Safe secrets and surprises People who can help
Computing	Exploring games / toys Using buttons for control	Exploring Images Creating new images	Keeping safe online What is personal information	Exploring Sounds Selections to make sounds	Exploring real technology Using real equipment	Exploring control technology

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Opal Cycle B 2026/2027	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	 Do you want to be friends? Physical Education	 Will you read me a story? Literacy	 How does that building stay up? Understanding the World	 Why don't snakes have legs? Understanding the World	 What is a shadow? Understanding the World	 Who lives in a rock pool? Understanding the World
Memorable Experiences/	Friendship scenarios	Fairy tales picnic Outdoor learning environment to	Role Play Building Site Bus tour of new builds around Laleham Gap School	Zoo visit if suitable Outdoor learning environment to	Outdoor learning environment to reflect all areas of learning as in daily	Seashore visit Outdoor learning environment to

Learning outside the classroom links	Outdoor learning environment to reflect all areas of learning as in daily planners	reflect all areas of learning as in daily planners	to look and take pictures.	reflect all areas of learning as in daily planners. Park visit linked to active listening skills and Philosophy Thinking Moves.	planners. Zoo visit linked to active listening skills and Topic learning.	reflect all areas of learning as in daily planners Beach School
Communication and Language	Active Listening Skills Turn Taking Focus Language Through Colour (Who/Where) and individual Communication and Interaction Provision Plan Targets	Active Listening Skills Turn Taking Focus Language Through Colour (Who/Where/what doing) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets	Active Listening Skills Thinking Back - Philosophy thinking moves. Language Through Colour (Who/Where/what doing/what/when) why and how questions Individual Communication and Interaction Provision Plan Targets
Personal, Social and Emotional Development	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships Who's in our class? Name and features games.	Managing feelings and behaviour; Making relationships Family members, LTC who linked learning.	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships Who's in our class? Name and features games.	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships/ Philosophy thinking moves, social situations rehearsals.

Understanding the World	People and communities; The world; Technology	People and communities; The world; Technology	Different countries and cultures - how are they the same and how are they different? Being safe - road safety changes in the world around us - seasons and weather.	Healthy food choices and diet - food likes and dislikes. Food tasting from around the world and trying new things.	Healthy food choices and diet - food likes and dislikes. Food tasting from around the world and trying new things.	People and communities; The world; Technology Different environments/making and verbalising basic features different environments and cultures around the world.
Expressive Arts & Design	Mark making - gross and fine motor -what and who can we draw? Mark making - gross and fine motor -what and who can we draw? Make a big me - what can I tell you about me? what can I include in my self collage/artwork?	Exploring and using media and materials; Being imaginative	Exploring and using media and materials; Being imaginative Large Group artwork	Moving in different ways to music/like different animals. Linking music to emotions Create your own dance or movement sequence	Moving in different ways to music. Linking music to emotions Create your own dance or movement sequence.	Sounds around us - making and manipulating sound
English	Sound games - Phase 1 listening and attention focus Phase 2 satpinmdg and initials/final sounds	Gross and fine motor skills, clever hands and Phase 1/2 learning as per differentiation.	Daily writing interventions Reading; Writing Twinkl Phonics Program at individual/group	Gross and fine motor skills, clever hands and Phase 1/2 learning as per differentiation.	Daily writing interventions Reading; Writing Twinkl Phonics Program at individual/group	Daily writing interventions Reading; Writing Daily Literacy play challenges

	blending and segmenting Recognising our names	Name recognition and writing. Mark making/writing initial sounds	level Sentence level with tricky words where applicable.	Name recognition and writing. Mark making/writing initial sounds	level Sentence level with tricky words where applicable.	
English Text	Funnybones Nursery Rhymes Starting School (Ahlberg) Monkey and Me Nursery Rhymes/Action Rhymes Mrs Wobble The Waitress Mr Tick The Teacher My Mum My Dad Can't You sleep Little Bear Master Tracks Train Duck in the Truck	Enormous Turnip Cinderella Goldilocks & the three bears Red Riding Hood Gingerbread Man Jack and the Beanstalk Nursery Rhymes/Action Rhymes Mr Doodle had a Poodle – Moncure A Day of rhymes ~Poole	Three Little Pigs Billy Goats Gruff Squash and a Squeeze - Julia Donaldson A House in the Woods - Inga Moore	Blue Chameleon Emily Gravett Reptiles (Usborne Beginners) Catriona Clarke Snakes (Froglets Learners) Annabelle Lynch Rumble in the Jungle Giles Andreae The Snake Hotel Brian Moses The Mixed-Up Chameleon Eric Carle Shapes With Snakes (AniMaths) Tracey Steffora Snakes (Usborne Discovery) Rachel Firth The Selfish Crocodile Faustin Charles		The snail and The Whale – Donaldson At the Beach – Harvey Rainbow Fish On the Seashore - Milborne At the Beach - Owen Nursery Rhymes/Action Rhymes Seaside Poems – Bennett The shark in The Dark - Bently First Book of the Seashore (RSPB) Come away from the water, Shirley – Burningham Exploring Rock Pools – McDougall Sally and the Limpet – James

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Music	In group starting and stopping together	Christmas performance preparation	Musical elements. Loud and quiet. Fast and slow.	Recognising pitch. High and low	Recognising rhythms. Being able to speak and play rhythms	Sing and sign
L4L	Different types of families. Trust and boundaries between people. Gender Diversity Recognising but	Being Me: Hopes and fears; rights and responsibilities; rewards and consequences; choices.	It's My Body: My body, my business	'Around the World with Max and Lemon' Similar but not the same	Who are First Aiders? Diverse Britain:	Introduction to Life Cycles and change.

	accepting differences. My World: Class and School Charter; Vote for School Council rep.	Anti-bullying: Recognising right and wrong in behaviour	Active and Asleep Happy, Healthy Food	We are all unique Being a good friend	My School My Community My Neighbourhood	preparing for transition to new class Safety first: Keeping safe Staying safe at home Staying safe outside
Computing	Exploring games / toys <i>(Using buttons for control)</i>	Exploring images <i>(Creating new images)</i>	Keeping Safe Online <i>(What is personal information)</i>	Exploring Sounds <i>(Selections to make sounds)</i>	Exploring real technology <i>(Using real equipment)</i>	Exploring control technology <i>(Simple Programming on screen)</i>