

| Spring 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|--|--|---|---|---|
| W/C | 03.01.22 | 10.01.22 | 19.01.22 | 24.01.22 | 31.01.22 | 07.02.22 |
| English | Narrative: Descriptive Writing (Pets) | Information Texts (How to look after a pet) | Information Texts (Zoo animals) | Narrative - Animal Stories | Poetry (Animals) | Information Texts (Africa) |
| Maths | Place Value: Numbers to 50 | Place Value: Numbers to 50 | Place Value: Numbers to 50 | Length and Height | Length and Height | Consolidation |
| R.E. | Can I describe how Jesus chose his friends? | Can I explain how Christians bring good news to the friendless? | Can I give examples of forgiveness from the Bible? | Can I give examples of peace from the Bible? | Can I ask questions about what is good news and where I can find it? | Consolidation and assessment |
| Science Seasonal Changes | Observing changes across the 4 seasons by going on a Winter walk. | Observing changes across the 4 seasons. Identifying how animals adapt to winter. | Animal habitats and climates - hot and cold habitats | Learning about polar regions and the animals that live there. | Exploring how to use scientific equipment to measure temperature. | Assessment - Winter vs Autumn |
| Topic Paws, Claws and Whiskers | Identifying the 7 continents. | To study food from around the world (Europe). | To study food from around the world (Africa). | To identify Africa and it's countries/oceans on a map. | To study the physical and human geography | To compare the climate of Africa to our own. |
| PHSE Jigsaw Celebrating Difference | Identify my achievements and successes | Set a goal and understand how to achieve it | Working in a team and celebrate our achievements | Identifying challenges and thinking about how to stretch our thinking | Identifying obstacles to our learning and thinking about how to overcome them | Identifying how we feel when we are successful and how to be proud of ourselves |
| Music | Percussion instruments - keeping a beat | Percussion instruments - keeping a beat | Percussion instruments - keeping a beat | | | |
| P.E. | Cricket (coach) | Cricket (coach) | Cricket (coach) | Cricket (coach) | Cricket (coach) | Cricket (coach) |
| DT/Art | | | | Printing with a range of tools | Printing with a range of tools | Plan, make and evaluate a product (animal print design) |
| Computing | To create colour blocks in the style of the artist Rothko. | To select brushes and choose colours to create patterns and shapes (Kandinsky). | To create and transform multiple layers in the style of Matisse's The Snail. | | | |