

**Religious Education—Christianity**  
**Enquiry Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?**

LO: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.

**Lesson 1:** We are learning to consider how and why people are welcomed.

**Lesson 2:** We are learning to recall some of the events in the Easter story.

**Lesson 3:** We are learning to consider how Christians might welcome Jesus if he came to school.

**Lesson 4:** We are learning to consider how Christians might welcome Jesus if he came to school.

**Lesson 5:** We are learning to understand the reasons that Jesus was welcomed back and reflect on someone we admire.

**Music**

**Lesson 1:** Listen to and talk about how instruments can sound like animals.

**Lesson 2:** Understand that instruments can have different timbres.

**Lesson 3:** Listen to a piece of classical music from a ballet.

**Lesson 4:** Experiment with the timbre of percussion instruments.

**Lesson 5:** Perform a class magical musical aquarium piece.

**Lesson 6:** Learn to sing *Down there under the sea* rhythmically and in tune.

**PE Indoors**  
**Gymnastics**

**Week 1 — Shapes**  
 To **discover** what our bodies can do.

**Week 2 — Balance**  
 To **discover** how we use our core to balance.

**Week 3 — Travel**  
 To **discover** how we can travel in a variety of ways.

**Week 4 – Roll**  
 To **discover** different ways in which our body can perform a roll.

**Week 5 – Sequence**  
 To **discover** how we combine our gymnastics skills to create a sequence.

**PE Indoors**  
**Fundamental Movement (Catching)**

**Week 1— How We Catch.**  
 To be able to understand the correct catching technique.

**Week 2— Why We Catch**  
 To be able to understand why we catch.

**Week 3— Catching Different Shaped Objects**  
 To be able to apply the correct catching technique to different shaped objects.

**Week 4 – Catching Whilst Moving.**  
 To be able to apply the correct catching technique whilst moving.

**Week 5— Catching within a game scenario.**  
 To be able to apply the correct catching technique within a game scenario

**Design and Technology—Mechanisms**

**Lesson 1:** To explore a range of levers and sliders to investigate how they move.

**Lesson 2:** To create a prototype using a lever or slider

**Lesson 3:** To design my own Arctic themed moving picture.

**Lesson 4:** To create my own Arctic themed moving picture.

**Lesson 5:** To evaluate my own Arctic themed moving picture.

**Geography**

**Lesson 1:** To know that there are hot and cold places in the world, to identify hot and cold places in the world.

**Lesson 2:** To identify hot areas of the world and their human and physical features.

**Lesson 3:** To identify cold areas of the world and their human and physical features.

**Lesson 4:** To compare similarities and differences between the UK and a cold place.

**Lesson 5:** What can you take to visit the Arctic?

**Science: Working Scientifically**

**Lesson 1:** Generating scientific questions

**Lesson 2:** Improving scientific questions and choosing an investigation

**Lesson 3:** Planning a scientific enquiry

**Lesson 4:** Measuring and recording results

**Lesson 5:** Reviewing and presenting data

**Lesson 6:** Evaluating investigation and asking more questions

**Computing: Programming**

**Lesson 1:** To choose a command for a given purpose.

**Lesson 2:** To show that a series of commands can be joined together.

**Lesson 3:** To identify the effect of changing a value.

**Lesson 4:** To explain that each Sprite has its own instructions.

**Lesson 5:** To design the parts of a project.

**Lesson 6:** To use my algorithm to create a programme.

**Outdoor Learning**

Cropping cycle- planting and growing a seed.

Observe the growth of flowers/ vegetables that they have planted.

**Experiences and Educational Visits:**

**Engagement lesson: Dress for the Arctic Day Experience**

**Online Safety: Gaming—Commerce**

LO: To understand how to stay safe when pop ups/ads appear.



**Class Novel**  
**The Snow Bear by Holly Webb**

Mathematics

Week 1	Week 2	Week 3
<b>Arithmetic- Number bonds to 10</b> LO: To count to 50, forwards and backwards, beginning with 0 or 1, or from any given number	<b>Arithmetic- teen numbers</b> LO: To identify one more and one less than a given number up to 50.	<b>Arithmetic- Missing number—number bonds to 10</b> LO: To count in different multiples including 5's and 10's.
Week 4	Week 5	Week 6
<b>Arithmetic- Ordering teen numbers</b> LO: To add and subtract one-digit and two-digit numbers to 20, including zero.	<b>Arithmetic- Addition to 20</b> LO: To represent and use number bonds and related subtraction facts within 10/20 and doubles	<b>Arithmetic- Subtraction to 20</b> LO: To count to 100, forwards and backwards, beginning with 0 or 1, or from any given number

Reading

Week 1	Week 2	Week 3
E	V	I
<b>LO: Explaining clearly their understanding of what is read to them.</b> The Polar Bear <i>Jenni Desmond</i>	<b>LO: Learning to appreciate poetry/rhymes and recite some by heart.</b> Snow/Ice/Arctic Poetry	<b>LO: Making inferences from the text based on what is said and done in the book.</b> The Great Explorer <i>Chris Judge</i>
Week 4	Week 5	Week 6
E/S	V/R	E
<b>LO: Explaining clearly their understanding of what is read to them.</b> Arctic Life (NF) Colins Big Cat	<b>LO: Explaining clearly their understanding of what is read to them.</b> The Rainbow Bear <i>Michael Morpurgo</i>	<b>LO: Explaining clearly their understanding of what is read to them.</b> The search for the Giant Arctic Jellyfish <i>Chloe Savage</i>

Writing

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Arctic Animal Descriptions</b> LO: To write a description of a polar bear using adjectives.	<b>Senses Poetry</b> LO: To write a senses poem applying my knowledge of the Arctic.	<b>Diary Entry</b> LO: To write a diary entry pretending to be an explorer in the Arctic.	<b>Writing a weather report</b> LO: To write a weather report for The Arctic using descriptive vocabulary.	<b>Instruction Writing</b> LO: To write an accurate set of instructions on how to dress for the arctic.	<b>Story Retell</b> LO: To sequence events to retell a story.
Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
<b>Recap Week</b> All Phase 3 and Phase 5 graphemes taught so far. TWs: asked, could	<b>New graphemes</b> wh ph TWs: who, once	<b>New graphemes</b> aw, au, ou TWs: though, through	<b>New graphemes</b> oy, ir, ui (fruit) /ou (soup) TWs: laughed, friends	<b>Recap Week</b> All Phase 3 and Phase 5 graphemes taught so far. Spring 1 Assessment.	<b>Recap Week</b> Target graphemes identified from Spring 1 Assessments. PSC