



	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	New beginnings, hopes and wishes	Antarctica - what is it like. Introduce the story 'Where is home, Little Pip?' Settings	SPAG focus Punctuation, sentence types. How are penguins adapted to environment?	Boxing up text and Innovate a new story, researching Sahara animals.	Writing their own innovated story.	Non fiction - instructions. How to build a snowman / catch a polar bear.	Non fiction - fact files on frozen land animals
Guided Reading	Lily and the snowman Making Predictions	Lily and the Snowman continued	Lily and the Snowman continued	<i>Instruction writing</i> <i>How to build a Snowman</i>	Instruction Writing continued	Poetry Snowman Poem	Poetry continued
Maths	Multiplication To recognise, make and add equal groups Fluency-Adding 2,5 and 10s using coins	Multiplication To write multiplication sums using the Xs symbol. To recap doubles Fluency-Identifying numbers on a number line	X Tables To write multiplication sums from pictures and draw arrays. To recap 2,5 and 10 x table	Dividing Making equal groups	Dividing Dividing by 2,5 and 10 Odd and even numbers	Statistics Tally charts and pictograms	Statistics Pictograms and block diagrams

<p>Science</p> <p>EM1 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses EM2 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Continue topic from Autumn 2</p> <p>Waterproof Materials</p> <p>Investigation</p> <p>I can investigate which material is most waterproof?</p> <p>How can we find out which material would be best to make a shelter from to keep us dry at playtime?</p> <p>Taps Plan)</p>	<p>Properties of Waterproof Materials.</p> <p>I can use what I have learnt about waterproof materials to make a boat.</p> <p>Challenge</p> <p>To make a boat that will carry a teddy bear across the river.</p> <p>(Taps Plan)</p>	<p>Changing shape</p> <p>I can investigate how some solids can be changed by squashing, bending, twisting and stretching.</p> <p>Children to investigate and describe what happens to salt dough when it is manipulated.</p>	<p>Extended Write</p> <p>I can describe a selection of materials using appropriate adjectives.</p> <p>Children to have 5 different feely bags and to describe what material they think is inside and why they think that.</p>	<p>Assessment</p> <p>Spider chart</p> <p>Everything I have learnt.</p>	<p>Introduce new topic</p> <p>Habitats</p> <p>What I know/What I want to know.</p>	
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Computing Internet safety	To understand that the information I put online leaves a digital footprint	To use keywords in an online search to find out about a topic.	To recognise whether a website is appropriate for children.	To rate and review informative websites	To be able to identify kind and unkind behaviour online.	To apply our knowledge of safe and sensible online activities to different situations	What have I learnt - create a poster.

History	Not this half term						
Geography	WOW day to start topic	Where is Antarctica and what is it like?	How are penguins adapted to live in their environment?	How does Antarctica compare with the Sahara desert?	Comparison of the Arctic with Antarctica	Why are there no polar bears in Antarctica?	So why don't penguins need to fly? Penguin class collage - a colony or swimming
Art	Snow picture - cold blues	Cold colours - mixing.	Origami penguins	Hot colours - mixing	Hot and cold colours painting	Build a snowman or igloo	
DT-	None this half term						
RE What is the 'good news' Christians say Jesus brings?	To retell the story of 'Matthew the tax collector.	To give examples of ways which Christians follow the teachings about forgiveness.	To give examples of ways which Christians follow the teachings about peace.	To explore ways in which Christians try to bring Jesus' good news to others	To find out how Christians say sorry to God, and		
PE Dance-Water	To explore and respond to a stimuli through structured tasks. Children will give feedback by describing and interpreting	To initiate whole group movement and to understand how to work safely in the dance space, responding to music through movement.	To use improvisation to explore various dynamics and movement qualities. Pupils will use descriptive language to discuss these	To use our whole body to create sequences of movement. Pupils will perform individual movement sequence as	To explore and respond to music as a stimulus. Pupils will use improvised movement to explore various changing sound dynamics.	To use basic actions as an individual and in sequence.	Performance

	the movement you see.		various movement qualities	part of a larger group performance.			
Ball skills	<p>To recap prior learning from year 1, what do pupils remember?</p> <p>The focus of learning is to develop dribbling using our feet in order to keep control and possession of the ball.</p>	The focus of learning is to develop passing and receiving using our feet in order to keep possession of the ball.	The focus of learning is to combine dribbling, passing and receiving using our feet in order to keep possession of the ball	The focus of learning is to develop dribbling using our feet in order to keep possession and score a point.	The focus of learning is to combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.	The focus of learning is for pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.	To play small games of football
PSHE/SCARF Keeping myself safe	Harold's Picnic	How safe would you feel?	What should Harold say?	I don't like that!	Fun or not?	Should I tell?	Some secrets should never be kept
Music		Introduce Zootime - a reggae song - start to learn	<p>Listen: Kingston Town by UB40</p> <p>Sing Zootime song and play instrumental parts within the song</p>	<p>Listen to Shine by ASWAD</p> <p>Sing the song and improvise using voices and/or instruments within the song</p>	<p>Listen to I.G.Y. by Donald Fagen</p> <p>Sing the song and perform composition(s) within the song</p>	<p>Listen to Feel Like Jumping by Marcia Griffiths</p> <p>Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Listen to I Can See Clearly Now by Jimmy Clif</p> <p>Perform song and record.</p>