

Termly Planning Grid  
Spring 3 2023/24

Week	1 w/b 3/1/24	2 w/b 8/1/24	3 w/b 15/1/24	4 w/b 22/1/24	5 w/b 29/1/24	6 w/b 5/2/24
Literacy	Non-fiction books about Rainforests	Rainforest Animals – Paul Hess	Rainforest Animals – Paul Hess	“Slowly, Slowly, Slowly,” said the Sloth – Eric Carle	“Slowly, Slowly, Slowly,” said the Sloth – Eric Carle	Rainforest/Jungle poems
Maths	Y1 Place Value to 50 and multiplication. Y2 Multiplication.	Y1 Place Value to 50 and multiplication. Y2 Multiplication.	Y1 Place Value to 50 and multiplication. Y2 Multiplication.	Y1 & 2 Division	Y1 & 2 Division	Y1 Place Value to 100. Y2 Statistics.
Science	What is similar and different about plants?	Do all plants have the same parts?	What do plants need to grow?	Do plants grow healthier in the light or dark? - plan	Do plants grow healthier in the light or dark? - investigate	
History						
Geography		Where are the polar regions and the equator?	What are the world's 7 continents and 5 oceans?	What is the climate like in different parts of the world?	What do we know about Rainforests?	What is a rainforest and where are they?
DT						
Art	To explore artwork with the theme of rainforest animals.	To create a newspaper sculpture.	To use my hands as a tool for making.	To design a clay animal sculpture.	To create a clay animal sculpture.	To paint clay sculptures.
Computing		To construct a binary tree to separate different items.	Use 2Question (a binary tree) to answer questions.	To know how to refine searches using the Search tool. • To know how to share work electronically using the display boards. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet.	To introduce Email as a communication tool using 2Respond simulations. • To understand how we talk to others when they are not there in front of us. • To open and send simple online communications in the form of email.	To understand that information put online leaves a digital footprint or trail. • To begin to think critically about the information they leave online. • To identify the steps that can be taken to keep personal data and hardware secure
RE	What special objects might we find in a Jewish home?	What is inside a mezuzah and what does it mean?	Why do Jewish people put a mezuzah on the doorposts of their houses?	Why do Jewish people have Shabbat each week?	What happens on a Friday night?	What have we learnt about Shabbat?

PE	To perform basic gymnastic rolls: Egg roll and Teddy Bear roll.	To perform basic jumping and landing techniques, 2-2 & 1-2-2.	To perform basic jumping and landing techniques, 2-2 & 1-2-2 using apparatus.	To use the apparatus for a wide range of gymnastics actions: climbing, hanging, travelling, rolling, still balance, dynamic balance, jumping.	To create a sequence on apparatus using: climbing, hanging, travelling, rolling, still balance, dynamic balance, jumping.  To perform a sequence with a clear starting and ending position.	To show co-ordination and control using different hand apparatus: ribbons, balls, hoops and ropes.
PSHE	I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and say how that makes me feel	I carry on trying (persevering) even when I find things difficult. I can tell you some of my strengths as a Learner.	I can recognise who I work well with and who it is more difficult for me to work with. I can tell you how working with other people helps me learn.	I can work well in a group. I can work with others in a group to solve Problems.	I can tell you some ways I worked well with my group. I can tell you how I felt about working in my group.	I know how to share success with other People. I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.
Music		What sounds can I make with my body?	Can I conduct others to make music?	How does music change using different instruments?	How can I write down the music I'm making?	
MFL						