

Mathematics:

Big Maths Program
Outer Maths –
CLIC Challenges
Learn its Challenges
Spring Assessments



Spring Term
First Half Term
The Wild West



Art and Design:

Dreamcatchers
False Face Masks
Indian Head dresses
Sunset scene – cowboys and Indians

Literacy:

Stories by the same author: Roald Dahl
Matilda
The Twits
Fantastic Mr Fox

Read, Write, Inc:
Children streamed into ability groups

Spring Assessments

D.T

Designing, making and dreamcatchers

Designing, making and evaluating a prairie schooner

Designing, making and evaluating patchwork squares

R.E

Led by Mrs Stephenson

P.E

Swimming
Gymnastics

Small world/role play

Cowboys and Indians in builders tray

History:

Meeting the Natives
Tribes and Tribulations
Home on the range
Cowboys
Pioneering beliefs
The Indian Mission



Geography

Where is the Wild West?
Geography of the Great Plains.
The Western Frontier

Personal, Social and Emotional Development:

Led by Mrs Stephenson



Music

Led by Mrs Burgess

ICT

Alternating lessons using the lap tops and I Pads

Science

Animals including humans

Geography

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Art and Design:

to improve their mastery of art and design techniques, including drawing with a range of materials

to improve their mastery of art and design techniques, including painting with a range of materials

to improve their mastery of art and design techniques, including sculpture with a range of materials



Spring Term First Half Term

The Wild West

Objectives/Links to APP



History

To identify and describe different ways in which the past has been interpreted.

To identify some of the different ways in which the past is represented.

To use sources of information in ways that go beyond simple observations to answer questions about the past.

To recognise that there are reasons why people in the past acted as they did.

Design & Technology

use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

ICT

Children to become confident using both the lap tops and I Pads

P.E

Highlight levels in P.E file for each child –

AF1: Developing physical competence & performance.

AF2: Developing healthy, active lifestyles.

AF3: Evaluating & creating solutions.

Science

asking relevant questions and using different types of scientific enquiries to answer them

gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

construct and interpret a variety of food chains, identifying producers, predators and prey

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The Wild West

Objectives/Links to APP

Music

Led by Mrs Burgess

Assessments to be taken by Mrs Burgess.

R.E

To use some religious words and phrases to identify some features of religion and its importance for some people.

To begin to show awareness of similarities in religions.

To retell religious stories and suggest meanings for religious actions.

To ask and respond sensitively to questions about their own and others experiences and feelings.

