





Subject:	Term: Spring Term 2 2024	Topic:
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The Big Question:

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
<b>Learning objectives</b>  <b>Sequential steps</b>  	Pre-assessment: Identifying/making primary and secondary colours To identify primary colours and investigate how to mix secondary colours.	To apply knowledge of colour mixing when painting  To explain    findings	To explore colour when printing.	To experiment with paint mixing to make a range of secondary colours.	To apply their painting skills when working in the style of an artist.
<b>Question Driver</b>	Can you be a colour detective? Which colours can you make?	How do I make this colour?	Which choices will I make to produce a creative design?	How can I make different shades?	Which colours will look good next to each other?
<b>Assessment for learning opportunities</b>	Can children name the primary colours? Can they identify which primary colours are needed to mix each of the secondary colours?	Can children use primary colours and mix secondary colours to paint? Can they choose a suitable brush for the marks they want to make?	Can children: use a variety of colours in their printing? -create new colours by overlapping prints? work carefully?	Can children mix two primary colours to make (up to 5)shades of a secondary colour to create patterns.	Can children mix secondary colours? Can children choose to paint with colours that look good next to each other? Can they describe and evaluate their plate and compare it to others?

A 3D rendering of a single white puzzle piece with a subtle shadow, set against a light gray background. The word "COMPUTING" is printed across the center of the piece in a bold, sans-serif font. The letters "COMPU" are orange, and "TING" is red. The puzzle piece has standard interlocking tabs and blanks on its edges.

**COMPUTING**

Subject: ICT




Term: Spring Term 2 2024

Topic: Algorithms

The Big Question: What is an algorithm?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four
<b>Learning objectives</b>  <b>Sequential steps</b>  	To know what an algorithm is. To write, use and improve an algorithm. To give simple instructions clearly  	To write an algorithm. To understand and explain debugging.    To be able to debug an algorithm. To give and explain clear instructions	To write, use and improve an algorithm.	To write an algorithm for a dance routine To give clear, unambiguous instructions
<b>Question Driver</b>	What is an algorithm?	What is debugging?	Does the order matter?	What is the algorithm for doing the Hokey Cokey?
<b>Assessment for learning opportunities</b>	Can children write an algorithm? Can they use an algorithm? Can they improve an algorithm?	Can chn write and improve an algorithm? Can they debug an algorithm?	Do they understand 'algorithm', 'debug' and 'testing' ?	Can they write an algorithm for a dance routine? Can they give clear instructions?



Subject: PHSE


Term: Spring Term 2 2024

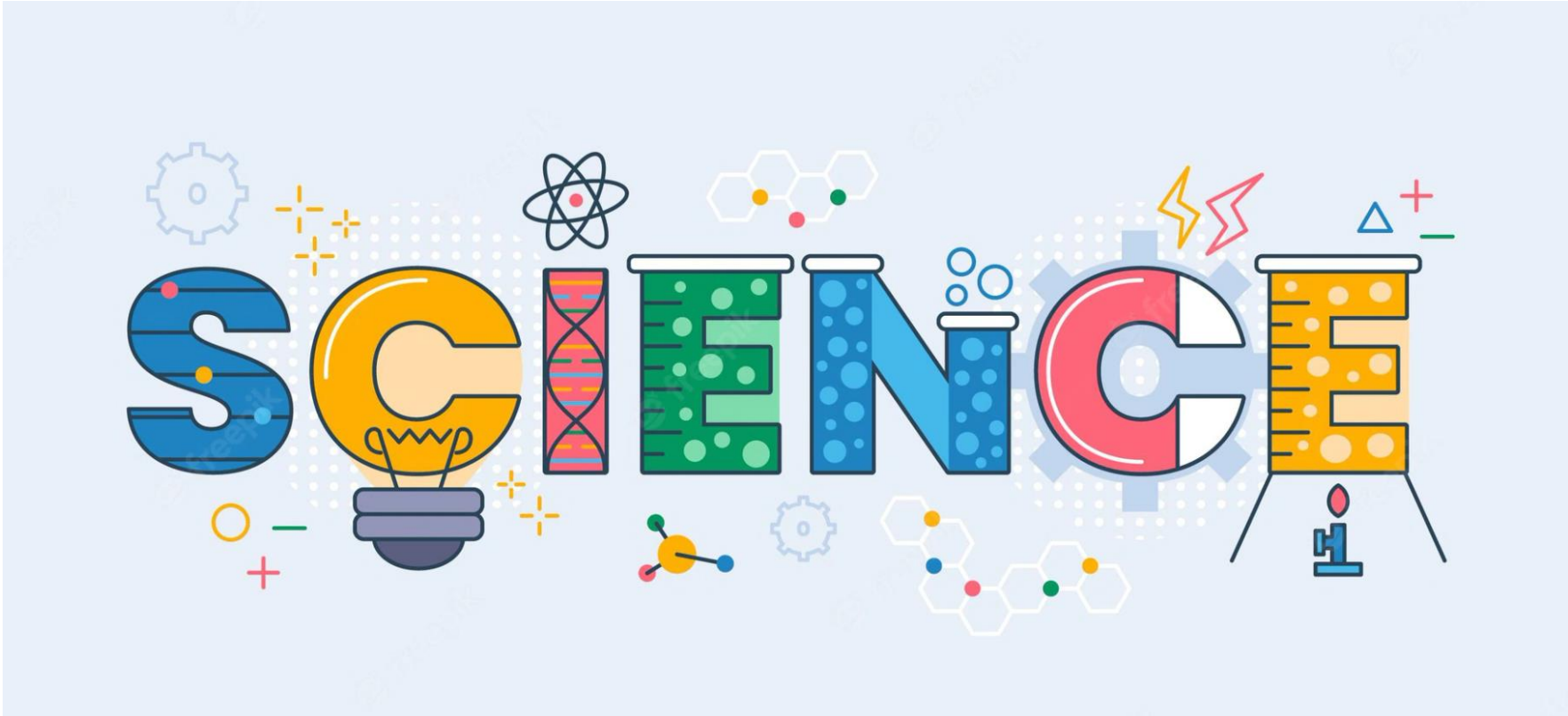
Topic: Healthy Me

The Big Question: What is a healthy me?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four
<p>Learning objectives</p> <p>Sequential steps</p> 	<p>To sing the song about good decisions.</p> <p>To know what an ocean is and to know names of 5 oceans.</p>	<p>To share healthy ideas.</p> <p>who is responsible for our health?</p>	<p>To know what is safe and not safe.</p> <p>What might happen if we are not safe? What could be the consequences?</p>	<p>To know how to be clean and healthy.</p>
<p>Question Driver</p>	<p>What is a good decision? is an ocean?</p>	<p>What is a healthy idea?</p>	<p>What is safe and not safe.</p>	<p>How do we clean our bodies?</p>
<p>Assessment for learning opportunities</p>	<p>Can children sing the song "Make a good decision"</p> <p>Can they explain why good decisions are important?</p>	<p>Can children think of healthy ideas?</p> <p>Can they share which healthy decisions they make?</p>	<p>Can children identify a safe situation?</p> <p>Can they identify a none safe situation?</p> <p>Can they explain their answers?</p>	<p>Do children know which body parts they clean?</p> <p>Can they brush their teeth?</p> <p>Can they wash their faces and hands correctly?</p>





Subject: Science


Term: Spring Term 2 2024

Topic: Animals including Human / Seasonal changes

The Big Question: What is an animal?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four
Learning objectives  Sequential steps  	To know what animals eat. To know what animals are herbivores, carnivores and omnivores.	<b>Animal Antics Visit</b> Monday 4th March	<b>STEM WEEK</b>  To observe seasonal changes. To recognise and discuss the season of spring.	<b>Post Assess</b>  <i>Green pen</i> What do you know about animals?
Question Driver	What is a herbivore, carnivore and omnivore?	What types of animals have visited Appletree?	What are the signs of spring?	What have you learnt about animals?
Assessment for learning opportunities	Can children discuss what animals eat? Can children explain and name some animals that are herbivores? Can children explain and name some animals that are carnivores? Can children explain and name some animals that are omnivores?	Can children name and identify the animals from prior knowledge?  *Evidence in floor book *	Can children recognise signs of spring? Can children discuss the weather across the seasons?	<i>Can children identify and name common animals?            Do children know the difference between amphibians and mammals?            Do children know facts about carnivores, omnivores and herbivores?</i>





P.E.

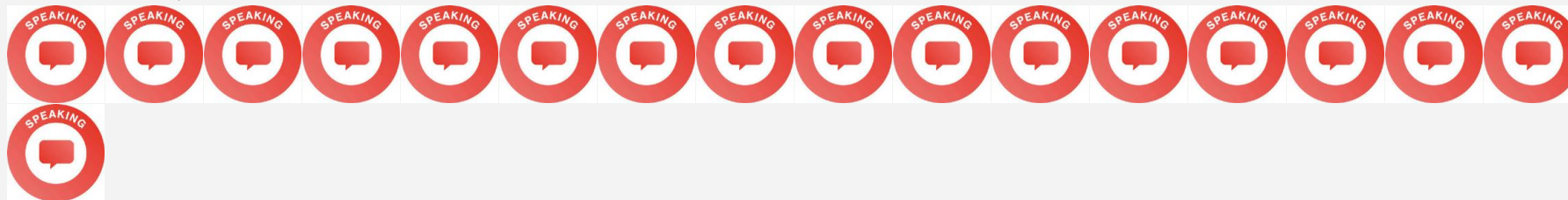
Subject: PE Indoor


Term: Spring Term 2 2024

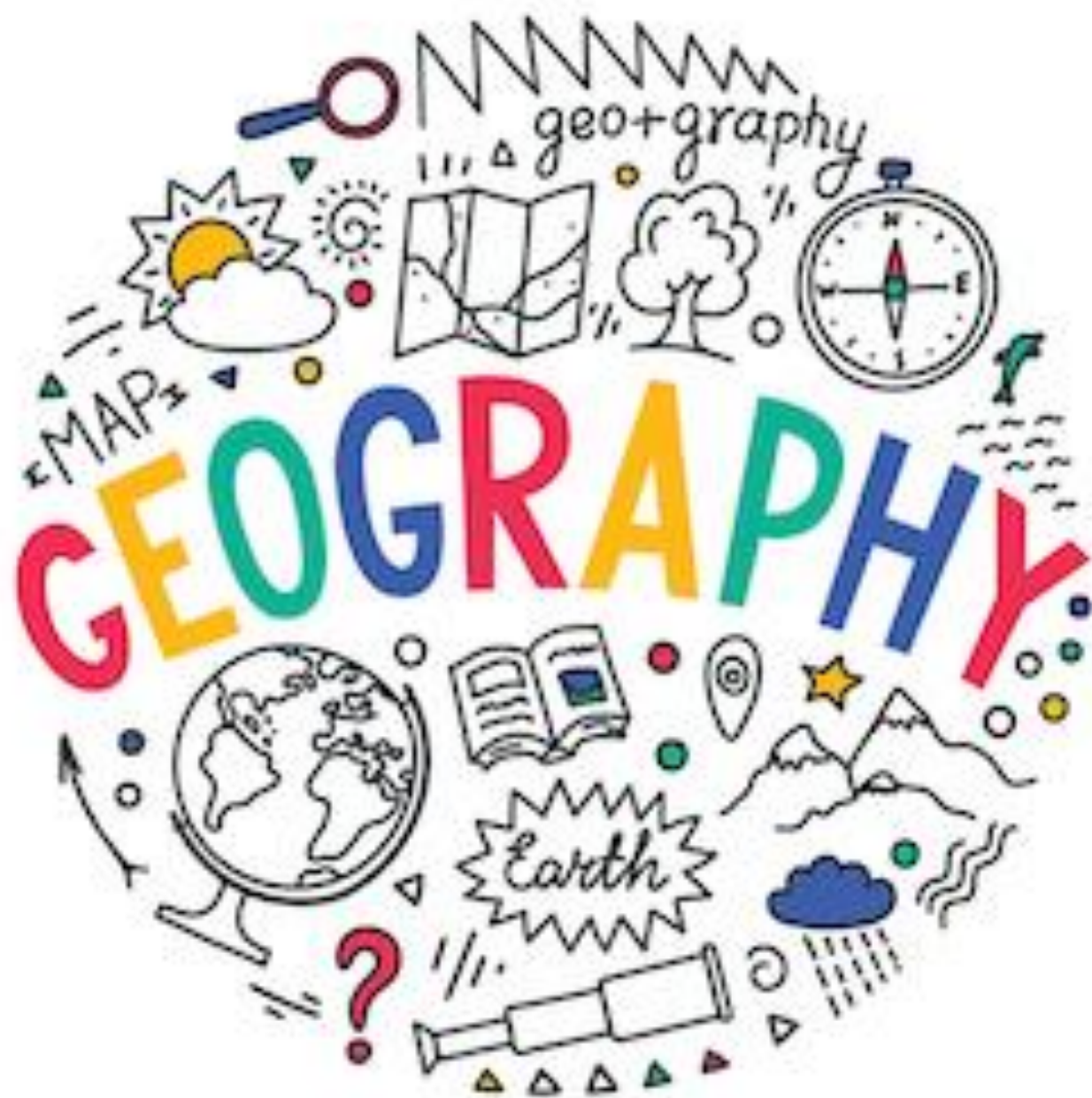
Topic: Attack, defend, Shoot Unit 2

The Big Question: How can we attack and defend in a game?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four
<b>Learning objectives</b> <b>Sequential steps</b> 	To play in a game with defined areas. To play as part of a team to attack and defend. To anticipate the direction of an attack.	To bounce the ball with some control to self. To begin to bounce a ball to a partner. To play 2 vs 1, using bouncing skills to score.	To play with a partner using throwing, catching and bouncing skills to score points. To work under pressure to hit targets. To transfer target skills into a competitive game.	To identify where to stand to defend goals (hoops). To play in competitive games. To play using defined rules in a game.
<b>Question Driver</b>	How can we attack and defend?	How do we bounce the ball accurately?	How can we score points in a competitive game?	What are the rules in the game and can we follow them?
<b>Assessment for learning opportunities</b>	Can chn play in an attacking team aiming to score points? Can chn play the role of the defender in different games? Can chn use sideways movement to help get better positions to defend?	Can chn bounce different balls to themselves? Can chn bounce the ball to somebody else? Can chn use bouncing skills to try and score at a goal?	Can chn hit targets with some accuracy? Can chn work under pressure within a team? Can chn use target skills in a game?	Can chn play in games as an attacker and defender? Can chn make choices about where to stand as the defender? Can chn play using defined rules?



Subject: Geography


Term: Spring Term 2 2024

Topic: Oceans

The Big Question: What is an ocean?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four
<b>Learning objectives</b>	Pre unit assessment	<b>To identify geographical features of a beach.</b>	<b>To name the oceans and to build a cliff.</b>	<b>Post Assess</b>
<b>Sequential steps</b> 	To know what an ocean is and to know names of 5 oceans.			Green pen What do you know about oceans?
<b>Question Driver</b>	What is an ocean?	<b>What geographical features would you see at a beach?</b>	What is a cliff?	What do you know about oceans?
<b>Assessment for learning opportunities</b>	How many oceans are there? What are they called? What would you see at a beach? What is a coast line? What is a cliff?	Can children name and identify the sea, sand, cliff, ocean.	Can children build a cliff? Can they explain what a cliff is? Can they explain where a cliff ends?	How many oceans are there? What are they called? What would you see at a beach? What is a coast line? What is a cliff?





# Religious Education

Subject: Christianity


Term: Spring Term 2 2024

Topic: RE

The Big Question: Why is Easter important to Christians ?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives  Sequential steps  	<u>Parables Continued</u>  To understand the meaning and the story of the lost sheep	World Book Day  Book week  Whole school activities linked in with world book day.	<u>Post Assessment on parables</u>  To understand the meaning of the story of the two builders	To understand the Easter story and to be able to order and retell the main events.	To understand the symbolism around Easter ? Hot cross buns, lambs, Easter eggs, Cross
Question Driver	Why did Jesus tell people the story about the lost sheep ?		Why did Jesus tell people the story about the two builders ?	Why is Easter important to Christians ?	What types of things do you see at Easter ?
Assessment for learning opportunities	Can children explain the meaning behind the parable.		Can children name 2 parables and explain their meaning ?	Why do Christians celebrate Easter ? Are there any other religious festivals at this time of year ?	<u>Post Assess on Easter</u> Can children retell the Easter story verbally, in pictures or writing.






Subject: Music	Term: Spring Term 2 2024	Topic: Round and Round
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The Big Question: What is listening and appraising?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five
<b>Learning objectives</b>  <b>Sequential steps</b>  	To listen and appraise the music. To find the pulse using their body.	To listen appraise Livan La vida Loca  What is the beat? Is it different to other rhythms ?	To Listen and Appraise - The Imperial March, Darth Vader's Theme (March Of The Empire) by John Williams:	To Listen and Appraise - It Had Better Be Tonight by Michael Bubl�:	To use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
<b>Question Driver</b>	What is the pulse?	Can children explain how songs are different and similar?	What does improvise mean?	How are the songs different and how are they similar?	What will you perform today?
<b>Assessment for learning opportunities</b>	Can children use their body to find the pulse? Can chn talk about the song using correct musical language?.		Can children sing the song and improvise using their voice/	Can children Sing the song and perform your composition(s) within the song.	Can children perform and share what has taken place in today's lesson. Choose what you perform today.

