

Bonsai Class Curriculum Map for Spring 1 – January 2026

Main areas of learning

Subject	Main Learning Focus
English	<p>Writing to inform: Using ‘Stone Girl, Bone Girl’ by Laurence Anholt and ‘Women in Science’ by Rachel Ignatofsky and additional texts the children will explore the features of a biography before writing their own biography on an inspirational figure.</p> <p>Writing a descriptive recount: Using ‘The Watertower’ by Gary Crew and Steven Woolman the children will explore the use of dialogue to convey character and semicolons to mark the boundary between independent clauses as they write their own descriptive recount of a suspenseful event.</p> <p>Persuasive letter writing: Using ‘The Misadventures of Frederick’ by Ben Manley and Emma Chichester Clark the children will explore passive voice and the use of the subjunctive pronoun as they write their own persuasive letters.</p>
Maths	<p>Fractional reasoning</p> <p>Multiplicative reasoning</p> <p>Algebraic reasoning</p>
Science	<p>Life Cycles</p> <p>To compare the life cycles of a mammal and a bird, identifying similarities and differences.</p> <p>To compare the life cycles of an amphibian and an insect, identifying similarities and differences.</p> <p>To compare the life cycles of animals from different habitats around the world, identifying similarities and differences.</p> <p>To understand how flowering plants reproduce through sexual reproduction and identify the key reproductive parts of a flower.</p> <p>To understand that some plants reproduce asexually and to observe how new plants can grow from stem cuttings.</p> <p>To research and present information about the work of famous naturalists and animal behaviourists.</p>
Art	<p>Frida Kahlo</p> <p>To learn about Frida Kahlo and analyse some of her work.</p> <p>To study the self-portraits of Frida Kahlo.</p> <p>To explore how Kahlo drew on her cultural background for her artwork.</p> <p>To understand what surrealism is in artwork.</p> <p>To explore how Kahlo painted moments in her life and expressed emotion through her work.</p>
Computing	<p>Programming – Selection in Physical Computing</p> <p>To control a simple circuit connected to a computer</p> <p>To write a program that includes count-controlled loops</p> <p>To explain that a loop can stop when a condition is met</p> <p>To explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>To design a physical project that includes selection</p> <p>To create a program that controls a physical computing project</p>
French	<p>Ou vas-tu? (Where are you going?)</p> <p>To ask and answer questions about where I am going (cities)</p> <p>To give and understand basic directions</p> <p>To talk about the weather</p> <p>To talk about places in France</p>
History	<p>Who Were the Ancient Greeks?</p> <p>To begin to find out who the ancient Greeks were and place their civilisation in time.</p> <p>To understand the different types of government in ancient Greece.</p> <p>To compare and contrast the two city-states of Athens and Sparta.</p> <p>To use sources to find out about daily life in ancient Greece.</p> <p>To know about religion in ancient Greece.</p> <p>To find out about the ancient Greek scholars and philosophers.</p> <p>To know how modern-day life has been influenced by the ancient Greeks.</p>
Music	<p>Plastic</p> <p>To listen to and appraise a range of songs.</p>

	<p>To learn and perform a song.</p> <p>To write rhyming couplets while composing a class song.</p> <p>To write and perform a class song about plastic pollution.</p>
myHappyMind	<p>We are proud to be a myHappyMind school. MyHappyMind gives today's children the skills to thrive in tomorrow's world. We will work through the lessons to give children the preventative strategies, skills and tools they need to thrive in a modern world.</p>
Outdoor Learning	<p>We will take our learning outside as often as possible to enhance the children's learning experiences and wellbeing.</p>
PE	<p>Fitness and Gymnastics</p> <p>To develop different areas of health and fitness.</p> <p>To learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility.</p> <p>To develop their knowledge of compositional principles e.g. how to use variations in level, direction and pathway.</p> <p>To build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances.</p>
PSHE	<p>Dreams and Goals</p> <p>To identify what I would like my life to be like when I am grown up.</p> <p>To appreciate the contributions made by people in different jobs.</p> <p>To appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</p> <p>To reflect on how dreams and goals of young people in a different culture to mine, relate to my own.</p> <p>To appreciate the similarities and differences in aspirations between myself and young people in a different culture.</p> <p>To understand what I am motivated to make a positive contribution to supporting others.</p>
R.E.	<p>Jewish Worship and Community</p> <p>To find out about some of the key features of worship in Judaism.</p> <p>To understand the significance of prayer in Judaism.</p> <p>To find out the meaning of Jewish rituals in relation to joining the Jewish community.</p> <p>To find out how belonging to a faith community affects your actions.</p> <p>To explore how faith is expressed through worship.</p>