

**Crossley Hall Primary School**  
**Curriculum Overview – February 22<sup>nd</sup> – March 25<sup>th</sup> 2021**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Wellbeing/ Class Assemblies</b>	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions
	Phase Celebration Assembly	Phase Celebration Assembly	Phase Celebration Assembly	Phase Celebration Assembly	Phase Celebration Assembly	Phase Celebration Assembly
<b>Key Texts</b>	The Day the Crayons Quit The Day the Crayons Came Home	The Colour Monster Dread Cat	Horrid Henry	How to train your Dragon	A series of Unfortunate Events	The London Eye Mystery
<b>Maths</b>	Measurement	Statistics and Geometry	Statistics and Measurement	Fractions	Fractions	Algebra, Measurement and Ratio
<b>Reading</b>	Applying phonic knowledge and skills to decode words.  -Drawing on inferences, inferring the characters' actions and feelings.  -Drawing on knowledge and vocabulary to understand the text	Continuing to apply phonic knowledge and skills -checking that the text makes sense to us as we read and correcting inaccurate reading -answering and asking questions -predicting what might happen on the basis of what has been read so far	Checking that the text makes sense, and explaining the meaning of words in context. -asking questions to improve understanding -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions -predicting what might happen	Using dictionaries -discussing words and phrases that capture interest and imagination - explaining the meaning of words in context - inferring characters' feelings, thoughts and motives from their actions, and justifying inferences -identifying how language, structure, and presentation contribute to meaning	Predicting what might happen from details stated and implied. -Justifying inferences with evidence -Identifying how language, structure and presentation contribute to meaning. -Discussing and evaluating how authors use language considering the impact on the reader.	- exploring the meaning of words in context -justifying inferences with evidence -discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
<b>Writing</b>	We will be focussing on selecting appropriate adjectives and persuasive words and phrases and using the	We will be focusing on expanded noun phrases, conjunctions, letter formation and	We will be focusing on using punctuation, conjunctions and paragraphs in order to write <u>diary entries</u> and conversations we will	We will be focusing on using commas after fronted adverbials and using adverbs and prepositions to <u>retell events of a story in the</u>	We will be focussing on considering how the author has developed characters and settings in the book. in order to <u>write a</u>	We will be focusing on using dialogue to describe settings, characters and atmosphere and understanding how

		personal pronoun ' in order to write a <u>persuasive letter</u> .	using suffixes in order to write a <u>character description and diary entry</u> .	be focusing on	<u>first person</u>	<u>character description</u> .	such choices can change and enhance meaning In order to write <u>diary entries and conversations</u>
International Primary Curriculum	History	Local Study: How has our school changed over time?	Significant person: Queen Victoria - how has life changed since the Victorian era?	Britain's settlement by Anglo-Saxons and Scots - Invasions, settlements and kingdoms			WW2 and the Battle of Britain  The impact of WW2 on Bradford, Leeds and other Yorkshire cities and towns
	Geography	The geography of our school site			Europe: Understand geographical similarities and differences of a region in a European country	Our county Biomes and vegetation belts, rivers and mountains. Tour de Yorkshire: What impact did it have on our local area?	Which countries were involved in WW2?  Use maps and aerial photos to find the location of places bombed during the Blitz.
	Art	<b>John Evans - Buildings</b> Develop drawing skills, drawing from experiences and imagination. Concentrate on forming shapes for purpose	<b>Portraits - Franz Xaver Winterhalter</b> Develop the technique of sketching. Concentrate on the skill of creating a face.		<b>Sketching skills - European landmarks</b> Begin to show an awareness of objects having a third dimension.	<b>Landscapes</b> - Compare the work of Lucy Pittaway and Ian Mitchel, considering how artists create landscapes.	<b>Artist study: Lowry</b> Create atmosphere, feeling, mood and light effects.
	DT		<b>Creating Victorian Toys</b> Designing purposeful, functional, appealing products for themselves and other users based on design criteria.	<b>Design and build a Viking long boat.</b> Using a wider range of materials according to their functional properties and aesthetic qualities		<b>Textiles</b> - Use sewing techniques.  <b>Food</b> - Know where and how ingredients are grown and processed	<b>Cooking and nutrition</b> Understand seasonality, and know where and how ingredients are grown, reared, caught and processed.  <b>Structures – Anderson shelters</b> Use a wider range of tools and equipment to perform tasks accurately

