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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wellbeing/ Class Assemblies	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions Phase Celebration Assembly	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions Phase Celebration Assembly	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions Phase Celebration Assembly	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions Phase Celebration Assembly	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions Phase Celebration Assembly	Wk1- Resilience Wk 2- Keeping Healthy Wk 3- Understanding emotions Wk 4- Managing emotions Phase Celebration Assembly
Key Texts	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
Maths	Measurement	Statistics and Geometry	Statistics and Measurement	Fractions	Fractions	Algebra, Measurement and Ratio
Reading	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
Writing	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</u> events of a story in the	We will be focussing on considering how the author has developed characters and settings in the book. in order to write a	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</u> <u>description and diary</u> <u>entry.</u>	be focusing on	<u>first person</u>	character description.	such choices can change and enhance meaning In order to write <u>diary</u> <u>entries and</u> <u>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	John Evans - Buildings Develop drawing skills, drawing from experiences and imagination. Concentrate on forming shapes for purpose	Portraits - Franz Xaver Winterhalter Develop the technique of sketching. Concentrate on the skill of creating a face.		Sketching skills - European landmarks Begin to show an awareness of objects having a third dimension.	Landscapes - Compare the work of Lucy Pittaway and Ian Mitchel, considering how artists create Iandscapes.	Artist study: Lowry Create atmosphere, feeling, mood and light effects.
	DT		Creating Victorian Toys Designing purposeful, functional, appealing products for themselves and other users based on design criteria.	Design and build a Viking long boat. Using a wider range of materials according to their functional properties and aesthetic qualities		Textiles - Use sewing techniques. Food - Know where and how ingredients are grown and processed	Cooking and nutrition Understand seasonality, and know where and how ingredients are grown, reared, caught and processed. Structures – Anderson shelters Use a wider range of tools and equipment to perform tasks accurately

Science	Plants Identify a variety of common plants. Identify and describe the basic structure of flowering plants, including trees.	Plants Observe and describe how seeds and bulbs grow. Describe how plants need water, light and a suitable temperature to grow and stay healthy.	Plants Identify and describe the functions of different parts of flowering plants. Investigate how water is transported within plants Explore the life cycle of flowering plants.	Plants Explore and use classification keys. Identify and study plants and animals in their habitat. Identify how the habitat changes throughout the year.	Plants Pupils should find out about sexual and asexual reproduction in plants. Grow new plants from different parts of the parent plant (e.g. seeds, stem and root cuttings, tubers, bulbs).	Living things and their habitats Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (See also Seasonality of plants within DT)
Computing	Computer Programming Break down a process into simple, clear steps, as in an algorithm (first, next, then)	Computer programming Understand that algorithms are sequences of instructions and changing the algorithm changes the output.	Computer programming Write a program to create an animation. Correct mistakes in their animation programs	Computer programming Understand different forms of input and output using repetition functions and variables.	Computer programming Design and create a programs which uses sequence, selection, repetition and variables for different purposes /audiences	Computer programming Become familiar with different programming toolkits, combining and refining skills
Music						
RE	What does it mean to belong to a church or mosque?	How and why do people pray?	What do Christians believe?	The 5 pillars	Judaism	Buddhism
PE	Circuit Training	Circuit Training	Circuit Training	Circuit Training	Circuit Training	Circuit Training