

Year overview for 2021/2022

Year Group:

HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
8 weeks	8 weeks	6 weeks	6 weeks	5 weeks	6 weeks
Amazing Me!	Coco (Dia Los Muertos)	Stone Age	Ancient Egyptians	The Victorians	We're All going on a Summer Holiday!
<u>Trips and visitors</u> Big Start?	<u>Trips and visitors</u> Mexican food tasting	<u>Trips and visitors</u> Alex Fellows History Box?	<u>Trips and visitors</u> History Box?	<u>Trips and visitors</u> Saltaire	<u>Trips and visitors</u> Residential St Annes
<u>English</u> Core skills – securing learning from previous term year 2/begin year 3 -5 children and it -The Magic Faraway Tree - Secret Garden Setting description Character description Diary – a day in a character's life	<u>English</u> Film – Disney (book of the film?) Coco – A story about music, shoes and family <ul style="list-style-type: none"> Non-fiction text Film Review Recount 	<u>English</u> The Stone Age Boy Ugg <ul style="list-style-type: none"> Rewrite/finish the ending (narrative) Speech/dialogue focus- comic/DAD (dialogue, action description) 	<u>English</u> The Egyptian Cinderella <ul style="list-style-type: none"> Character description – looks, personality Non-Fiction text Leaflet 	<u>English</u> Leather Shoe Charlie Oliver twist <ul style="list-style-type: none"> Narrative – whole story Newspaper Letter home to Grandad 	<u>English</u> Flotsam Why the Whales came <ul style="list-style-type: none"> Postcard Diary
<u>Maths</u> Core skills – securing learning from previous term year 2/begin year 3	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>
<u>Science</u> <u>Science</u> Animals including humans	<u>Science</u> Light	<u>Science</u> Rocks and soils and fossils	<u>Science</u> magnets	<u>Science</u> plants	<u>Science</u> Rocks and soils
<u>Art/ DT</u> Food tech Oil pastel class animal Drawing and sketching	<u>Art/ DT</u> - Glove Puppet /mitten	<u>Art/ DT</u> Design and make a clay weapon · Architects and sculpture · Salt dough weapon Stone Age carvings	<u>Art/ DT</u> 3d form and sculpture – Canopic jars (link to STEM – fair testing) Pyramid sculpture (link to STEM) Pyros Paper Pulls and levers	<u>Art/ DT</u> Look at David Hockney Saltaire art work – watercolour	<u>Art/ DT</u> Design/evaluate a pop up book
<u>Geography</u> The United Kingdom and Great	<u>Geography</u> Location and climate links with the	<u>Geography</u> What makes the British Isles? Location and weather in Skara-Brae	<u>Geography</u> Location of Egypt. Climate and how this is affected by	<u>Geography</u> Yorkshire, local area, Saltaire	<u>Geography</u> Coastal erosion Physical and human geography of a

Britain. Local Geography and of the wider world (Countries of Europe and continents of the world.)	equator and the Tropics. Comparing different areas of Mexico with links to wealth. Comparing aspects of India to the UK The equator the Tropic of Capricorn and the Tropic of Cancer.	How land has changed over time.	its location, the equator and the Tropics. Physical features and how this has affected human's lives		coastal area and how it has changed over time. Features of the coast
<u>History</u>	<u>History</u> Traditions and festivals in Mexico	<u>History</u> The Stone Age The three periods of the Stone Age: Palaeolithic, Mesolithic and Neolithic. Time lines	<u>History</u> Ancient Egypt: Times lines of main events. Culture, hierarchy, rituals and beliefs	<u>History</u> Local history – A study of Saltaire Victorians Industrial revolution Modern timeline	<u>History</u> History of the seaside town – why did tourists first start to visit?
<u>ICT</u> <u>E-Safeguarding.</u> <ul style="list-style-type: none"> Identify the dangers of clicking links they receive when using technology. Understand what a hyperlink is and what they look like. Why do we send them and what are they used for? Know to get a trusted adult's approval before clicking links, pop ups and attachments. Identify personal information about themselves and others. Be able to identify / classify personal information. Explain the possible consequences of sharing personal information online Know that bullying through the use of technology is called online bullying and how to report it. Understand that not all information you access online is accurate or reliable.	<u>ICT</u> <u>Computer Science.</u> <u>Scratch and Kodu Programming.</u> <ul style="list-style-type: none"> Plan, input and execute a series of commands using age appropriate programs and apps. Discuss the concepts of inputs and outputs in the real world such as remote controls, traffic lights, barcode readers, mice, keyboards, touchscreens, etc. Create algorithms to control onscreen objects using a variety of input methods. Understand that the output is the defined action triggered by the input. Create algorithms using repetition that allow the same outcome to be achieved more efficiently. 	<u>ICT</u> <u>Computer Science.</u> <u>Scratch and Kodu Programming.</u> <ul style="list-style-type: none"> Plan, input and execute a series of commands using age appropriate programs and apps. Discuss the concepts of inputs and outputs in the real world such as remote controls, traffic lights, barcode readers, mice, keyboards, touchscreens, etc. Create algorithms to control onscreen objects using a variety of input methods. Understand that the output is the defined action triggered by the input. Create algorithms using repetition that allow the same outcome to be achieved more efficiently. 	<u>ICT</u> <u>Data Handling.</u> <ul style="list-style-type: none"> Collect and organise information to find answers to questions Create different graphs that show data and check for accuracy Store and access data using a database	<u>ICT</u> <u>Information Literacy</u> <ul style="list-style-type: none"> Use search technologies effectively by identifying specific keywords. Understand that some pieces of information found through searching are more relevant than others. Find and choose appropriate information and use it in other digital forms. Locate specific information online and recognise that web pages can be organised in different ways. 	<u>ICT</u> <u>Media.</u> <ul style="list-style-type: none"> Continue to develop keyboard skills to add and edit text. Evaluate a range of printed and digital texts and discuss the key features Understand how audio can enhance multimedia projects including radio and films Capture, create and enhance new and existing digital images to communicate ideas Plan and create a simple animation.
<u>RE</u> <ul style="list-style-type: none"> What do different people believe about God? Stories about God and Faith stories books Celebration; Harvest Festival, Rosh Hashanah , Sukkot	<u>RE</u> <ul style="list-style-type: none"> What do different people believe about God? Stories about God and Faith stories books Celebration; Diwali	<u>RE</u> <ul style="list-style-type: none"> How do faith communities demonstrate what is sacred? TRIP: TO CHURCH	<u>RE</u> How do faith communities demonstrate what is sacred? Celebration: Lent - Easter	<u>RE</u> <ul style="list-style-type: none"> How do believers use symbolism to show their beliefs? Celebration: St Georges day	<u>RE</u> How do believers use symbolism to show their beliefs?
<u>PSHCE</u> Mental health and well-being	<u>PSHCE</u>	<u>PSHCE</u>	<u>PSHCE</u>	<u>PSHCE</u>	<u>PSHCE</u>
<u>Safeguarding</u> Keeping yourself safe	<u>Safeguarding</u> Respect	<u>Safeguarding</u> Values	<u>Safeguarding</u> Communication – social media	<u>Safeguarding</u> Consequences and managing risks	<u>Safeguarding</u> E-safety
<u>British Values</u> Democracy	<u>British Values</u> Respect	<u>British Values</u> Rule of Law	<u>British Values</u> Equality	<u>British Values</u> Citizenship	<u>British Values</u> Tolerance and harmony

<u>ESafety</u> Understanding the internet	<u>ESafety</u> Passwords and confidentiality	<u>ESafety</u> Social media	<u>ESafety</u> Online gaming	<u>ESafety</u> Email	<u>ESafety</u> Parental controls
C'est Moi. (Getting to know you). Les regles de class (classroom instructions) LA – En Classe - C'est moi! (getting to know you) LA – Je Me Presente	C'est Moi. (Getting to know you). Les regles de class (classroom instructions) LA – En Classe - C'est moi! (getting to know you) LA – Je Me Presente	L'annee (the year) LA – Quelle Est La Date Aujourd'hui? LA – Quel Temps Fait	L'annee (the year) LA – Quelle Est La Date Aujourd'hui? LA – Quel Temps Fait	L'amour de manger. (Food, glorious food!) Les fruits Les Legumes	L'amour de manger. (Food, glorious food!) Les fruits Les Legumes
Music What a Wonderful World song Create sequences of movements in response to sounds. Explore and choose different movements to describe animals. Recognise how music can reflect different intentions.	To listen to a variety of musical styles from different times, traditions, cultures and composers	<u>Music</u> recognise the sound of musical instruments and basic key features of musical styles.	<u>Music</u> Songs from Joseph and His Technicolour Dream coat To perform in a group/ensemble using more musical notes, dynamics and tempo. Care homes/assemblies	<u>Music</u> Use of notation Improvisation in music Create a piece of music using instruments Oliver Twist music	<u>Music</u> Traditional seaside songs Fisherman's Friend music – sounds of the seaside Rose Day
<u>Drama</u> Speaking and Listening – all about me Transition Debate –Has lockdown had a positive effect on the natural environment?	<u>Drama</u> Role play in English I can retell a story	<u>Drama</u> Group presentation on the Stone Age Speaking and listening activities	<u>Drama</u> Act out scenes Joseph and His Technicolour Dream coat	<u>Drama</u> Ask questions about a topic and respond appropriately. Oliver Twist	<u>Drama</u> Present information about a topic and listen and respond accordingly. Role play in English Rose Day