Whole School Curriculum Overview – Summer Term 2017– 2018

Summer 1							Summer 2						
Subject	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Subject**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
English	**Traditional and Fairy Tales** **Recount**	Our work this half term will be based around the book 'Lost and Found' by Oliver Jeffers. The children will be writing their own stories about a different animal character who gets lost. To help with this you can talk to your child about different animal habitats and what they may look like. The children will also be learning about and writing about the South Pole and penguins. The children will be writing some poetry about animals	Sto9ne Age Boy Narrative revisit ed ing s es ness ful nes and ly ly with roof words ending in le ic apostrophes for contraction Rare GPcs i sound vowel diagraphs statutory spelling list	Whales Acrostic poems Persuasive writing (letter and leaflets)	Flashback stories Poems using a model **Skull in Shadows Lane**	**Shakespeare** - Shakespearean blank verse (a rhythm that doesn't rhyme.) - Imagery - Narrative structure and technique **Survivors stories** - Journalist writing - Suspense narrative - Imagery - Persuasion - Recount	**English**	Stories with Imaginary Settings Poetry 3 – Nonsense and Humorous Poems Recounts	Our work this half term will be based around animal habitats. We will be writing about animals and the places in which they live. Pirates- Captain Cut- throat. We will be writing stories about a pirate adventure. Pirate poetry to perform!	**Myths and legends** Arthurian legends King Arthur and the Knights of the Round Table retold and illustrated by Marcia Williams Walt Disney DVD of the Sword in the Stone Director Wolfgang **Non** ou sound homophones proofreading statutory spelling list	legends Romulus and Remus	Narrative poetry Jabberwocky Poem **Highwayman**	**Survivors stories** - Journalist writing - Suspense narrative - Imagery - Persuasion - Recount **Jabberwocky** - Different poetic forms - Create own poems - Imagery - Discussion / balanced argument.
Maths	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Time	Position and direction Problem solving and efficient methods Measurement – time	Number fractions Measurement time Geometry properties of shape	Decimals Money time	Mental addition and subtraction -Decimals, percentages and their equivalence to fractions -Problem solving, reasoning and algebra -Fractions -Problem solving, reasoning and algebra -Written multiplication and division -Decimals, percentages and their equivalence to fractions -Number and place value -Geometry: position and direction -Geometry: properties of shapes -Written addition and subtraction	. Statistics Geometry – Properties of Shapes Revision of concepts covered throughout the year.	**Maths**	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Time	Consolidation of work covered over the year. Measurement- time Mass Capacity Temperature Investigations	Measurement Mass and capacity	Statistics Geometry -shape -positon and direction	Mental multiplication and division -Problem solving, reasoning and algebra -Fractions -Written multiplication and division -Problem solving, reasoning and algebra Measurement -Decimals, percentages and their equivalence to fractions - Number and place value -Statistics	Revision of concepts covered throughout the year. Problem Solving Investigations

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Science	**Everyday Materials** Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Ask simple questions and recognise that they can be answered in different ways.	Science The children will be learning about living things and habitats. They will identify and name animals, and describe how they obtain their food. We will also be learning about food chains. There will be a visit to the Yorkshire Wildlife Centre to support this topic.	**Plants** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (K) Investigate the way in which water is transported within plants (K) Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (K)	Animals including humans - food chains - teeth - digestion	Forces *Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of ar resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.* **Earth and Space** *Describe the movement of the Earth, and other planets, relative to the Sun and the Solar System. Describe the movement of the Moonn and the Earth as approximately spherical. Use the idea of the Earth's rotation to explain the process of day and night and the apparent movement of the Sun across the sky*	**Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. Compare and give reasons for variations in how components function, including: the brightness of bulbs; the loudness of buzzers; and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	**Science**	**Animals, including Humans** Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common mammals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals, including pets. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Ask simple questions and recognise that they can be answered in different ways.	Science Animals including humans. The children will be finding out what humans need to stay alive and be healthy	Plants - structure and reproduction growth and transportation Identify and describe the different parts of flowering plants, roots, stem, trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) How they vary from plant to plant. Investigate the way water is transported in plants. Explore the part that flowers play in the life cycle of flowering plants including pollination	Sound	Forces *Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of ar resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.* **Earth and Space** *Describe the movement of the Earth, and other planets, relative to the Sun and the Solar System. Describe the movement of the Moonn and the Earth as approximately spherical. Use the idea of the Earth's rotation to explain the process of day and night and the apparent movement of the Sun across the sky*	
Computing	**Information Literacy** Use technology purposefully to source and manipulate digital content. **E-Safeguarding** SWGFL Lesson 4 My Creative Work	Computer science E safety Research using safe websites- The children will be using the internet to find out about the South Pole Information Literacy	**Computer Science** **CS11** Create, refine and debug a series of commands (algorithm) for virtual programmable devices. **CS12** Understand and identify simple input and outputs. **CS13** Create simple algorithms combining inputs and outputs.	. E safety Computer science -Design, write and debug programmes that accomplish specific goals including controlling to simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and	**Information Literacy** *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (www.ticbradford.com/computing-curriculum/resources/information-literacy/search-by/age?value=Y5)* **E-safety**	Half termly e-Safety lesson **Computer Science** To design, write and debug a program to solve a problem. Include more complex selection linked to variables to programmes. Create a programme where an event is triggered by a sensor. To understand that	**Computing**	**Media** Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. (sound) **E-Safeguarding** SWGFL Lesson 5 Sending Emails	E safeguarding E safety	**Computer Science** **CS11** Create, refine and debug a series of commands (algorithm) for virtual programmable devices. **CS12** Understand and identify simple input and outputs. **CS13** Create simple algorithms combining inputs and outputs.	E-safety Computer science -Design, write and debug programmes that accomplish specific goals including controlling to simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and	**E-safety** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital context. Use technology safely, respectfully and responsibly	Half termly e-Safety lesson **Computer Science** To design, write and debug a program to solve a problem. Include more complex selection linked to variables to programmes. Create a programme where an event is triggered by a sensor. To understand that

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			CS14 Use repetition in programs to write code using the least number of lines and improving efficiency SWGFL **My Online Community**	repetition in programmes; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes. Understand computer networks including the internet; how they can provide multiple services, such as WWW; and the opportunities they offer for communication and collaboration		the internet is made up of networks of computers around the world that can provide multiple services				**CS14** Use repetition in programs to write code using the least number of lines and improving efficiency SWGFL **My Online Community**	repetition in programmes; work with variables and various forms of input and output. Use logical		the internet is made up of networks of computers around the world that can provide multiple services.
History	**Significant People and Places in our own locality** Lives of significant individuals in the past who have contributed to national and international achievements. (Skipton Castle and St George)	None this half term	**Stone age – Iron age** Neolithic hunters – gathers Early farmers Bronze age religion, technology & travel Iron age hill forts: Tribal kingdoms, farming, art & culture		**Anglo Saxons**	**The Mayans** An overview of where and when one of the first civilizations appeared, incorporating an in-depth study.	**History**	**Significant People** Lives of significant individuals in the past who have contributed to national and international achievements. (Christopher Columbus and Neil Armstrong)	None this half term		Romans Empire and its impact on Britain	. Anglo Saxons – using evidence to explain what life was like.	**The Mayans** An overview of where and when one of the first civilizations appeared, incorporating an in-depth study.
Geography		Geography We will be learning about physical and human features of the South Pole. Find the South Pole on a world map and see what you can discover about it. What animals live there? There will be a Geography Field Study Week	Locational Knowledge- Exploring the UK – name and locate counties and cities of the UK, geographical regions and human/physical features. (hill forts- Danebury, Maiden Castle, Stone Henge, Skara Brae GEOGRAPHY WEEK		N/A	**Survivors topic** *(Amazing Americas)* Pupils will extend their knowledge and understanding beyond the local area to include North and South America. This will include: the location characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical tools and skills to enhance their locational and place knowledge.	**Geography**		Geography We will be continuing to learn about the physical and human features of the South Pole, what the landscape is like and what actually lives there. The children will be learning the names of the continents and oceans.		Settlements Physical characteristics which affect where humans settle.	N/A	**Survivors topic** *(Amazing Americas)* Pupils will extend their knowledge and understanding beyond the local area to include North and South America. This will include: the location characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical tools and skills to enhance their locational and place knowledge.

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RE	**Special People** Understand the meaning and significance of stories. Know that some people are special to many. (St George, Jesus and Guru Nanak)	RE Our World. The children will be learning about some of the threats to the environment and some of the animals that are in danger. We will be talking about what can be done to help.	Special Books – Christianity/ Judaism	Creation and the environment (Christianity)	Sacred texts – Christian and Buddhist **Develop appropriate attitudes and skills in using sacred writings.** *Know that sacred writings should be treated with respect.* *Demonstrate skills in finding sections of sacred books.* **Demonstrate knowledge and understanding of the use of sacred writings in religious communities.** *Understand the use of sacred writings in worship in at least two communities.* *Understand how individuals use sacred writings in their daily lives.*	**Initiation and Reflections** Christianity *& Islam* To study the special places, beliefs, festivals and celebrations of Christianity and Islam	**RE**	**Special People** Understand the meaning and significance of stories. Know that some people are special to many. (St George, Jesus and Guru Nanak)	RE Our World. The children will be learning about some of the threats to the environment and some of the animals that are in danger. We will be talking about what can be done to help.	Special Books – Christianity/ Judaism	Creation and the environment (Hinduism	Sacred texts – Christian and Buddhist **Develop appropriate attitudes and skills in using sacred writings.** *Know that sacred writings should be treated with respect.* *Demonstrate skills in finding sections of sacred books.* **Demonstrate knowledge and understanding of the use of sacred writings in religious communities.** *Understand the use of sacred writings in worship in at least two communities.* *Understand how individuals use sacred writings in their daily lives.*	**Initiation and Reflections** *Christianity & Islam* To study the special places, beliefs, festivals and celebrations of Christianity and Islam
PHSE	**Relationships** Identify own special people and what makes them special. Listen to other people and play and work cooperatively. Share opinions and explain their views. **Citizenship** What is fair/unfair, right/wrong. Recognise how their behaviour affects others.	Living in the wider world. Economic wellbeing. Being a responsible citizen	**Risk** Safety – Safe places to play, how to get help and knowing when to do the right thing.	Drugs; difference between medicines and drugs, dangers of alcohol and smoking.	Support networks and safety.	**Puberty and Change** To study, discuss and understand personal, health and social issues regarding anti-bulling, friendship, drugs, puberty and change	**PHSE**	**Drugs** Safe use of household products Helpful people When and how to get help	Living in the wider world. Economic wellbeing. Being a responsible citizen	**Health**. WEEK Personal safety (linked to teeth and healthy eating) Healthy eating / being active: caring for my body & making	Safety; crossing road safely, safe routes to places.	Healthy eating, exercise and play.	**Puberty and Change** To study, discuss and understand personal, health and social issues regarding anti-bulling, friendship, drugs, puberty and change
Music	Folk and Country Music Music Express Scheme/Charanga	We will be learning about folk music Music, dance and traditions from the UK and USA	exploring pitch exploring structure	Folk Music	Folk music	. **Folk music** Guitars Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and	**Music**	Musicals Music Express Scheme/Charanga	Musicals Music Express- exploring pitch and performance	exploring pitch exploring structure	Musicals	Musicals	. **Musicals** Guitars Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating

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						manipulating ideas within musical structures and reproducing sounds from aural memory.							ideas within musical structures and reproducing sounds from aural memory.
PE	**Dance** Sleeping beauty and other traditional tales **Net and Wall Games** Passing a ball to a partner (tennis)	Dance LO: Move with careful control and coordination LO: Choose movements to communicate a mood, feeling or idea Outdoor Games (striking & fielding and, Invasion) LO: Use rolling, hitting, running, jumping, catching and kicking skills in combination. LO: Develop tactics. LO: Use the terms 'opponent' and 'team-mate'.	In: dance – from another time Out: Striking and fielding games: following rules (cricket)	Swimming Athletics	Dance Net and wall games	**Indoor: Games** *(striking & fielding and Invasion)* LO: Strike a bowled or volleyed ball with accuracy. LO: Defend and attack tactically by anticipating the direction of play. LO: Uphold the spirit of fair play and respect in all competitive situations. **Outdoor: OAA** LO: Select appropriate equipment for outdoor and adventurous activity. LO: Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. and respect of a team. LO: Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. LO: Quickly assess changing conditions and adapt plans to ensure safety comes first.	**PE**	**Gymnastics** Evaluate performances **Invasion Games** Small group games (bucket ball)	Outdoor athletics Gymnastics Outdoor PE is on Fridays. Indoor PE is on Mondays. Please ensure your child has their PE kits in school on these days, and that it is all clearly named.	In: dance – from another time Out: Striking and fielding games: following rules (cricket)	Swimming OOA (Outdoor Adventurous Activities)	Gymnastics Striking and fielding	**Indoor: Athletics** LO: Choose the best place for running over a variety of distances. LO: Show control in take-off and landings when jumping. **Outdoor: Athletics** LO: Combine sprinting with low hurdles over 60 metres. LO: Choose the best place for running over a variety of distances. LO: Throw accurately and refine performance by analysing technique and body shape. LO: Show control in take-off and landings when jumping. **Games** *(striking & fielding, Invasion and Net & Wall)* LO: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). LO: Strike a bowled or volleyed ball with accuracy. LO: Field, defend and attack tactically by anticipating the direction of play. LO: Uphold the spirit of fair play and respect in all competitive situations. LO: Lead others when called upon and act as a good role

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						Athletics LO: Combine sprinting with low hurdles over 60 metres. LO: Show control in take-off and landings when jumping.						model within a team
Art	**TEXTURE** Drawing of St. George depicting texture on amour Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers.	Art The children will be investigating shades as they mix colours for their paintings. They will learn how to make colours darker and lighter. We will be investigating watercolour paints. The children will be using collage to create animal habitat pictures. Textiles- Soft toys- sewing and stitching.	**Form and shape-**drawings of plants and flowers **Painting** Different effects and textures on a range of scales- plants and Georgia O'Keefe **Art**	Landscapes	Painting	. **Day of the Dead** *Sculpture, sketching and design* LO: Pupils will develop their techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	**Art**	**LINES & MARKS** Explore lines using different surfaces (Mondrian study) Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers.	Art The children will be making models of animals in their habitats. They will be doing some observational drawing of fruits and vegetables	Cave painting using pastels Water colour Design and make Celtic patterns	To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) To learn about great artists, architects and designers in history	Painting	**Day of the Dead** *Sculpture, sketching and design* LO: Pupils will develop their techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Design Tech	**Design and Make** Pop up puppets Design purposeful, functional, appealing products for themselves and other users. Select from and use a range of tools and equipment to perform practical tasks. **Technical Knowledge** Build structures, exploring how they can be made stronger, stiffer and more stable. (Castles)	DT The children will be investigating floating and sinking. They will also be designing and making a model boat that floats!		Design and make puppets related to literacy work.	**Levers and linkages** *Convert rotary motion to linear using cams.* *Ensure products have a high quality finish, using art skills where appropriate.*	**Food Technology - Understand where food comes from.** Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed	**Design Tech**		DT During Health Week the children will be learning about where food comes from and will be designing and making a healthy meal.		Food related to health week	**Levers and linkages** *Convert rotary motion to linear using cams.* *Ensure products have a high quality finish, using art skills where appropriate.*	**Food Technology - Understand where food comes from.** Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

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MFL			En Famille Numbers to 30, colours			**Italian** Broaden vocab Phrases from memory	**MFL**			En Famille Numbers to 30, colours			**Italian** Broaden vocab Phrases from memory
VISITS	Skipton Castle		Westbourne Primary					Rodley Nature Reserve		Westbourne Primary			