



Dahl Class Yearly Overview 2021/22

Year 2/3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources Needed	Rocks and soil KS2 topic box	Light KS2 topic box	-Inventions KS2 topic box -Killhope museum primary topic box -Plants KS2 topic box	-Food and farming KS2 topic box -Healthy lifestyle KS2 topic box	-Forces and movement KS2 topic box -Exploring the Maya empire reading set KS2.	-India (primary) topic box
Provocations	-Bowes museum visit, workshop about Iron Age -Visitor from archaeology museum, Durham university.	-Pantomime.	-Botanic gardens trip, Durham. -Killhope coal mining museum trip.	-Trip to bakery/ food producer. -School Visit/zoom with Emily Ward or visit links Whitley bay art gallery.		-Laing art gallery visit
English Literature- Texts	Charlie and The Chocolate Factory by Roald Dahl.	One Christmas Wish by Katherine Rundell.	The Iron Man by Ted Hughes.		How to Train Your Dragon by Cressida Cowell.	Shakespeare Class Text: A Midsummer's Dream.
Reading	Reading VIPERS	Reading VIPERS	Reading VIPERS		Reading VIPERS	Reading VIPERS
Writing	-Narratives: Different narrative voice. -Descriptive writing- character and setting -Explanation text	-Narrative- openings -Descriptive writing -Formal and informal letters.	-Descriptive writing- setting and character -Action sequences -Diary entry		-Narratives -Descriptive writing- character emotions -Retell – first person -Non chronological reports -Newspapers	-Poetry -Drama -Play Scripts
Vocabulary, Grammar and Punctuation	<u>Year 2</u> -Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences -Commas to separate items in a list.	<u>Year 2</u> -Expanded noun phrases for description and specification. -Identify statements, exclamations, questions and commands.	<u>Year 2</u> -Correct choice and consistent use of present tense and past tense throughout writing.	<u>Year 2</u> - Formation of nouns using suffixes. - Use of the suffixes –er, –est in adjectives and the use of –ly in	<u>Year 2</u> -Subordination and co-ordination. -Apostrophes for omission and singular possession.	<u>Year 2</u> -Use of the progressive form of verbs in the present and past tense to mark actions in progress.



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	<p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -Word Families -Word form (a, an) -Prefixes (e.g. anti- auto- super-) 	<p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -Inverted commas to punctuate direct speech. - Use of paragraphs to organise ideas around a theme, including headings and sub-headings for non-fiction texts. -Standard English forms of verb inflections. 	<p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -Use of the present perfect form of verbs instead of the simple past. -Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases 	<p>Standard English to turn adjectives into adverbs.</p> <p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -Expressing time, place and cause using adverbs, prepositions and conjunctions. 	<p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -Apostrophes for omission and possession (focus on plural and differentiation from singular). -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	<p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -Fronted adverbial with commas.
Spelling	<p><u>Year 2</u></p> <ul style="list-style-type: none"> -The /j/ sound spelled -dge at the end of words. -The /j/ sound spelled -ge at the end of words. -The /j/ sound spelled with a g. -The /s/ sound spelled c before e, i and y. -The /n/ sound spelled kn and gn at the beginning of words. <p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -/ow/ sound spelled 'ou.' -/u/ sound spelled 'ou.' 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> -The /r/ sound spelled 'wr' at the beginning of words. -The /l/ or /ul/ sound spelled '-le' at the end of words. -The /l/ or /ul/ sound spelled '-el' at the end of words. -The /l/ or /ul/ sound spelled '-al' at the end of words. -Words ending in '-il.' <p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -Words with the prefix 're-' 're-' 'dis-' 'mis-' -Adding suffixes beginning with vowel letters to words of more than one syllables and 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> -The long vowel 'i' spelled with a y at the end of words. -Adding '-es' to nouns and verbs ending in 'y.' -Adding '-ed' to words ending in y. The y is changed to a i. -Adding '-er' to words ending in y. The y is changed to a i. -Adding 'ing' to words ending in 'e' with a consonant before it. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> -Adding 'er' to words ending in 'e' with a consonant before it. -Adding '-ing' to words of one syllable. -Adding '-ed' to words of one syllable. -r' sound spelled 'a' before ll and ll -The short vowel sound 'o.' <p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -The /l/ sound spelled '-le' at the end of words. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> -The /ee/ sound spelled '-ey' -Words with the spelling 'a' after w and qu. -The /er/ and /or/ sound spelled with or or ar. -The /z/ sound spelled s. -The suffixes '-ment' and '-ness' <p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -Words ending in '-er' when the root word ends in (t)ch. -Words with the /k/ sound spelled 'ch.' . -Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> -The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. -It is added straight onto most root words. -Homophones or near homophones. -Words ending in '-tion'. -Contractions with apostrophes. The possessive apostrophe (singular). <p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> -Words with the /s/ sound spelled 'sc'.



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	<p>-/i/ sound spelled with a 'y.'</p> <p>-Words with endings that sound like /ze/.</p> <p>-Words with endings that sound like /ch/.</p>	<p>suffixes beginning with vowel letters to words of more than one syllable.</p>	<p><u>Year 3 and 4</u></p> <p>-The long vowel /a/ sound spelled 'ai'</p> <p>-The long /a/ vowel sound spelled 'ei.'</p> <p>-The long /a/ vowel sound spelled 'ey.'</p> <p>-Adding the suffix -ly.</p> <p>-Adding the -ly suffix to an adjective turns it into an adverb.</p> <p>-Homophones.</p>	<p>-Adding the suffix '-ly', '-ally' which is used instead of '-ly'</p>		<p>Homophones: and/or spellings.</p> <p>-The suffix '-sion' pronounced /ʒən/</p>
Mathematics	<p><u>Year 2</u></p> <p>-Number: Place Value</p> <p>-Number: addition and subtraction.</p> <p><u>Year 3 and 4</u></p> <p>-Number: Place Value. (4 weeks)</p> <p>-Number: Addition and subtraction (4 weeks)</p>	<p><u>Year 2</u></p> <p>-Measurement: Money</p> <p>-Number: Multiplication and division</p> <p><u>Year 3 and 4</u></p> <p>-Number: Multiplication and division (7 weeks).</p>	<p><u>Year 2</u></p> <p>-Number: multiplication and division</p> <p>-Statistics</p> <p><u>Year 3 and 4</u></p> <p>-Measurement: length and perimeter (2.5 weeks)</p> <p>-Number: Fractions (6 weeks)</p>	<p><u>Year 2</u></p> <p>-Geometry: properties of shape</p> <p>-Number: fractions</p> <p><u>Year 3 and 4</u></p> <p>-Measurement: Mass and capacity (2 weeks) YEAR 3</p> <p>-Decimals (2 weeks) YEAR 4</p> <p>-Measurement: Money (2 weeks).</p>	<p><u>Year 2</u></p> <p>-Measurement: length and height</p> <p>-Geometry: position and direction</p> <p><u>Year 3 and 4</u></p> <p>-Measurement: Time (3 weeks).</p> <p>-Statistics (1 week).</p>	<p><u>Year 2</u></p> <p>-Measurement: time</p> <p>-Measurement: Mass, capacity and temperature.</p> <p><u>Year 3 and 4</u></p> <p>Geometry properties of shape (4 weeks)</p> <p>-Consolidation for the rest of the term</p>
Religious Education	<p><u>Year 2/3</u></p> <p>-Home</p> <p>-Promises</p>	<p><u>Year 2/3</u></p> <p>Judaism</p> <p>-Visitors</p>	<p><u>Year 2/3</u></p> <p>-Journeys</p>	<p><u>Year 2/3</u></p> <p>-Giving all</p>	<p><u>Year 2/3</u></p> <p>-Energy</p> <p>-Choices</p>	<p><u>Year 2/3</u></p> <p>-Islam</p> <p>-Special Places</p>



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	<u>Year 4</u> -People Building Bridges	<u>Year 4</u> -Judaism -Gift	Listening and sharing <u>Year 4</u> -Community -Giving & receiving	<u>Year 4</u> -Self discipline	<u>Year 4</u> -New life -Called	<u>Year 4</u> -Islam -God's People
Science	Rocks, Fossils and Salts	Light and Shadows	How Plants Grow	Health and Movement	Forces and Magnets	
Geography		Countries of The World		Where does our food come from?		In The Desert
History	Stone Age to Iron Age		Coal Mining in County Durham		The Maya	
Computing	Online Safety and Digital Literacy		Information Technology		Computer Science	
Art		At the pantomime		Emily Ward		Indian Art
Design and Technology	Storybooks		British Inventors		Light-up signs	
Physical Education						
Relationships & Health Education	Created & Loved by God Me, My Body, My Health	Emotional Wellbeing Life Cycles	Created to love others Personal Relationships	Keeping Safe	Created to live in the Community	Living in the Wider World
MFL-French	I'm Learning French	Animals	I Can	Fruits	Presenting Myself	At the Cafe
Music		Glockenspeil Stage 1		Bringing us together		Reflect, Rewind and Replay