

HOLIDAY DATES - 2024-2025

	SCHOOL CLOSES	SCHOOL OPENS
CHRISTMAS	FRIDAY 20 th DECEMBER	MONDAY 6 th JANUARY '25
SPRING HALF-TERM	FRIDAY 14 th FEBRUARY	MONDAY 24 th FEBRUARY
EASTER	FRIDAY 4 th APRIL	TUESDAY 22 nd APRIL
May Bank Holiday	School closed – Monday 5 th May	
SUMMER HALF-TERM	FRIDAY 23 rd MAY	TUESDAY 3 rd JUNE
SUMMER 2025	FRIDAY 18 th JULY	

Year 6 SATs – 12th May to 15th May 2025
 Year 1 Phonics screening w/c 9th June 2025
 Year 4 Multiplication check w/c 2nd June 2025

Inset Days

3 – Monday 2nd June 2025
 4 – Monday 21st July 2025
 5 – Tuesday 22nd July 2025

Diary dates:

6 th January	Spring term starts
13 th January	Barnsley Youth Choir session in school time
20 th January	FS1 stay and play 11am
21 st January	Yr 2 visit to Thackray Museum
29 th January	Vision screening – reception
10 th February	Arts week
13 th February	FS1 stay and play 11am
14 th February	Choir to Young Voices concert



Information
 Brochure
 Class Kingfisher
 1st Half
 Spring Term
 2024-2025

Music: Developing singing technique (Vikings)

Move and sing as a team, following the lyrics on the screen.
Recognise minims, crotchets and quavers often by ear and reliably by sight.
Perform rhythms accurately from notation and layer them to create a composition.
Add appropriate sound effects to their performances using untuned percussion.
Join in with the performances confidently, and reasonably in time and tune.
Make suggestions for improving their performance.

R.E:

Islam

1. Why are some words special?
2. Why are some places special?
3. How can faith contribute to community cohesion?
4. Why are some times special?
5. What can be learnt from the lives of significant people?
6. How do I and others think and feel about the universe?

Maths:

- Place value and learning numbers to 1,000.
- Measuring
- Right angles
- Adding and subtracting

English:

Escape from Pompeii

Setting descriptions, diaries, letters, thought bubbles, news report

Heart in a bottle

Dialogue, postcard, character description, diary entry, poetry, letter of advice, own version of a dilemma narrative

The First Drawing

Character description, diary entry, recount, own historical narrative

Art: painting and mixed media

- Increase skill and control when painting.
- Apply greater expression and creativity to own paintings.
- Increase awareness and understanding of mixing and applying colour, including use of natural pigments.
- Use aspects of colour such as tints and shades, for different purposes.
- Analyse and describe texture within artists' work.

TOPIC- Stone Age to the Iron Age

Books that we will read this half term –Stig of the Dump, Stone Age Tablet, Stone Girl, Bone Girl, Bill's New Frock, Rain-forest Secrets, The Sheep Pig, Bush Craft Survival Kit, Viking Voyagers, Beowulf, Viking Longship

P.E:

Gymnastics and Fundamental Movement.

Our PE days Monday, Wednesday and Thursday.

MFL:

Colours and alien story, colours and opinions, word order of adjectives, word order and opinions, the enormous turnip, numbers 1-10

PSHE:

-Living in the Wider World – Diverse Britain

Living in Britain
Democracy
Rules, Laws and Responsibilities
Liberty
Tolerance and Respect
What does it mean to be British?

DT: Mechanical Systems

Draw accurate diagrams with correct labels, arrows and explanations.
Correctly identify definitions for key terms.
Identify five appropriate design criteria.
Communicate two ideas using thumbnail sketches.
Communicate and develop one idea using an exploded diagram.
Select appropriate equipment and materials to build a working pneumatic system.
Assemble their pneumatic system within the housing to create the desired motion.
Create a finished pneumatic toy that fulfils the design brief.

History – Stone Age to the Iron Age

Be able to give some reasons for particular events and changes in Early Britain.
Describe how people lived in the Stone Age and Iron Age.
Understand how did the Early Britons make shelters and how do we know this.
Understand what changed with the coming of the Stone Age and Iron Age (religion, technology and travel).
Understand what changed with the coming of the Stone Age and Iron Age (hill forts: tribal kingdoms, farming, art and culture)
Describe the job role of an archaeologist.

Computing:

Sequencing sounds

- To explore a new programming environment
- To identify that commands have an outcome
- To explain that a program has a start
- To recognise that a sequence of commands can have an order
- To change the appearance of my project

Science: Rocks

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
Describe in simple terms how fossils are formed when things that have lived are trapped within rock
Recognise that soils are made from rocks and organic matter.