

Yearly Plan 2020/21

Class 6 (Year 3/4)

	Autumn Term		Spring Term		Summer Term	
Term dates	01/09/20 - 23/10/20 (8 weeks)	02/11/20 - 18/12/20 (7 weeks)	04/01/21 - 12/02/21 (6 weeks)	22/02/21 - 26/03/21 (5 weeks)	12/04/21 - 28/05/21 (7 weeks)	07/06/21 - 21/07/21 (7 weeks)
Key Learning Challenges	Why is the sound that 'Ed Sheeran' makes enjoyed by so many? (S)	What happens to the food we eat? (S)	How could we cope without electricity for one day? (S)	How would we survive without water? (S)	Which wild animals and plants thrive in your locality? (S)	How different will you be when you are as old as your grandparents? (S)
Wow moments (visits/visitors)					Visit to or from a local dentist	
Parental engagement					Digestive system information workshop for parents	
Core Text <i>Ongoing author study - David Walliams</i>	My Story - Mayflower (The Diary of Remember Whipple) by Kathryn Lasky When Jessie Came Across The Sea by Amy Hest	The Great Choco Plot by Chris Callaghan Stories about Inspirational People (Link to Black History month) inc the 'I have a dream speech' by Martin Luther King	The Pied Piper and traditional legends Poetry about Sound	The Lion and The Unicorn by Shirley Hughes Non-fiction books on World War II	Around the World in 80 Days by Jules Verne The Incredible Book Eating Boy by Oliver Jeffers	Shared novels, short stories and picture books about Habitats and Transport (TBC)
English 	Writing to Entertain - Historical recount of Pilgrim Fathers journey to America Writing to Persuade - Letter home from European Settlers to persuade others to join them Writing to Inform - Explanation text on States of Matter	Writing to entertain - character/settings and descriptions about the Mayans/Aztecs and Spanish settlers Writing to inform - Non-Chronological report on Electricity Writing to persuade - advertising for a new chocolate bar	Writing to entertain - traditional tale of the Pied Piper Writing to entertain - Poetry of sounds Writing to inform - newspaper article about evacuees	Writing to entertain - adventure story about an evacuee Writing to persuade - poster about life in World War II (Dig for Victory; Turn off lights etc)	Writing to entertain - contemporary fiction story of Around the World in 80 Days Writing to inform - recount of the digestive system and teeth	Writing to entertain - fantasy story about a train or canal journey around the UK Writing to inform - biography of famous Doncastrians related to the invention of trains Writing to persuade - speech about destruction of animal habitats
Maths 	reasoning with 4-digit numbers addition and subtraction	multiplication and division interpreting and presenting data	securing multiplication facts fraction time	decimals area and perimeter	solving measure and money problems 2-D shape and symmetry	position and direction reasoning with patterns and sequences 3-D shape

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<p style="text-align: center;">Science</p> 	<p>States of matter Pupils should be taught to:</p> <ul style="list-style-type: none"> -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature -know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 	<p>Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify common appliances that run on electricity construct a simple series electrical circuit, -identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors 	<p>Sound Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it -recognise that sounds get fainter as the distance from the sound source increases 	<p>Revision of missed units During this half-term, we will cover areas of the curriculum missed due to mixed year groups or school lockdown</p>	<p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals
<p style="text-align: center;">History</p> 	<p style="text-align: center;">Important historical anniversaries 400th Anniversary of the Pilgrim Fathers leaving Europe for new life in America</p> <p style="text-align: center;">World History Aztecs and Mayans <i>(an ancient civilization)</i></p> <p>Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study</p>		<p style="text-align: center;">British History World War II (extended chronological knowledge beyond 1066)</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, a significant turning point in British history</p>		<p style="text-align: center;">Local History Transport</p> <p>What impact did the railways and canals have on Britain and the local area?</p>	

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<p>Geography</p> 	<p><u>Locational knowledge</u> -locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place knowledge</u> -understand geographical similarities and differences through the study of human and physical geography of a region in North or South America.</p> <p><u>Human and physical geography</u> describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world -use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Locational knowledge</u> -locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place knowledge</u> -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p><u>Human and physical geography</u> describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Locational knowledge</u> -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place knowledge</u> -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><u>Human and physical geography</u> describe and understand key aspects of: -physical geography, including: rivers and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
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 <p>Art/DT</p>	<p>Create and make printing blocks to create visual representation of the music the children are writing, using a relief or impressed method.</p> <p>Design and make musical instruments.</p>	<p>Digital media Record and collect images using digital cameras and video recorders. Present recorded visual images using software.</p>	<p>Painting Experiment with different effects and textures and work on a range of scales while creating different effects.</p>	<p>Textiles Use a variety of techniques such as printing and dyeing to create different textual effects.</p> <p>Collage Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>	<p>Drawing Form and shape - experiment with different grades of pencil and other implements to draw different forms and shapes.</p>	<p>3-D Plan, design and make models from observation and imagination. Join clay adequately and construct a simple base for extending and modelling other shapes.</p>
 <p>Music</p>	<p>Mamma Mia (Charanga)</p>	<p>Glockenspiel (Charanga)</p>	<p>Stopl (Charanga)</p>	<p>Lean On Me (Charanga)</p>	<p>Blackbird (Charanga)</p>	<p>Reflect, Rewind & Replay (Charanga)</p>
 <p>P.E.</p>	<p>Hockey</p> <p>Unit 1 - Personal Co-ordination: Floor Movement Patterns</p>	<p>Dance</p> <p>Unit 2 - Social Dynamic balance to agility</p>	<p>Basketball</p> <p>Unit 3 - Cognitive Dynamic balance challenges</p>	<p>Gymnastics</p> <p>Unit 4 - Creative Coordination with equipment</p>	<p>Athletics</p> <p>Unit 5 - Physical Agility: Reaction/Response</p>	<p>Rounders</p> <p>Unit 6 - Health & Fitness Agility: Ball Chasing</p>
 <p>R.E.</p>	<p>Judaism (beliefs and practices) How special is the relationship Jews have with God?</p>	<p>Christianity (Christmas) What is the most significant part of the Nativity story for Christians today?</p>	<p>Judaism (Passover) How important is it for Jewish people to do what God asks them to do?</p>	<p>Christianity (Easter) Is forgiveness always possible?</p>	<p>Judaism (beliefs and practices) What is the best way for a Jew to show commitment to God?</p>	<p>Christianity (prayer and worship) Do people need to go to church to show they are Christians?</p>
 <p>MFL</p>	<p>Revision of Colours Parts of the body</p>	<p>Numbers Christmas theme</p>	<p>Members of the family Questions about family</p>	<p>Pets Easter theme</p>	<p>Hobbies Zoo animals</p>	<p>Leisure activities Weather</p>
 <p>Computing</p>	<p>e-Safety -I use the safety features of websites as well as reporting concerns to an adult. -I know that anything I share online can be seen by others. -I comment positively and respectfully online and through text messages.</p>	<p>Technology in our lives -I can tell you whether a resource I am using is on the Internet, the school network or my own device. -I can identify key words to use when searching safely on the World Wide Web. -I think about the reliability of information I read on the World Wide Web.</p>	<p>e-Safety -I choose a secure password and appropriate screen name when I am using a website. -I can talk about the ways I can protect myself and my friends from harm online.</p>	<p>Handling Data -I can organise data in different ways. -I can collect data and identify where it could be inaccurate. -I can plan, create and search a database to answer questions.</p>	<p>e-Safety -I choose websites, apps and games that are appropriate for my age. -I can help my friends make good choices about the time they spend online. -I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.</p>	<p>Technology in our lives -I can tell you how to check who owns photos, text and clipart. -I can create a hyperlink to a resource on the World Wide Web. -I can recognise that websites use different methods to advertise products.</p>

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	<p style="text-align: center;"><u>Programming</u></p> <p>-I can use an efficient procedure to simplify a program. -I know that I need to keep testing my program while I am putting it together. -I can recognise an error in a program and debug it.</p>	<p style="text-align: center;"><u>Multimedia</u></p> <p>-I can use photos, video and sound to create an atmosphere when presenting to different audiences. -I can change the appearance of text to increase its effectiveness. -I can create, modify and present documents for a particular purpose. -I can use a keyboard confidently and make use of a spellchecker to write and review my work.</p>	<p style="text-align: center;"><u>Programming</u></p> <p>-I recognise that an algorithm will help me to sequence more complex programs. -I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.</p>	<p style="text-align: center;"><u>Multimedia</u></p> <p>-I can use an appropriate tool to share my work and collaborate online. -I am confident to explore new media to extend what I can achieve. -I can give constructive feedback to my friends to help them improve their work and refine my own work.</p>	<p style="text-align: center;"><u>Programming</u></p> <p>-I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. -I can use a sensor to detect a change which can select an action within my program. -I can use a variety of tools to create a program.</p>	<p style="text-align: center;"><u>Handling Data</u></p> <p>-I can choose the best way to present data to my friends. -I can use a data logger to record and share my readings with my friends.</p>
<p>PSHCE</p> 	<p style="text-align: center;"><u>Jigsaw</u></p> <p style="text-align: center;">Being me in my world</p>	<p style="text-align: center;"><u>Jigsaw</u></p> <p style="text-align: center;">Celebrating difference</p>	<p style="text-align: center;"><u>Jigsaw</u></p> <p style="text-align: center;">Dreams and goals</p>	<p style="text-align: center;"><u>Jigsaw</u></p> <p style="text-align: center;">Healthy me</p>	<p style="text-align: center;"><u>Jigsaw</u></p> <p style="text-align: center;">Relationships</p>	<p style="text-align: center;"><u>Jigsaw</u></p> <p style="text-align: center;">Changing me</p>