

# Yearly Plan 2020/21

## Class 5 (Year 3)

	Autumn Term		Spring Term		Summer Term	
<b>Term dates</b>	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)	07/06/21-16/07/21 (6 weeks)
<b>Key Learning Challenges</b>	Who were the Pilgrim Fathers? (H)  How would we survive without water? (S)	Who were the Aztecs and Mayans and what can we learn from them? (H)  How would we cope without electricity for one day? (S)	What happened during World War 2? (H)  Why is the sound that Ed Sheeran enjoyed by so many? (S)	What happened during World War 2? (H)	What impact did the railways and canals have on Britain and the local area? (H)  What happens to the food we eat? (S)	What impact did the railways and canals have on Britain and the local area? (H)  Which wild animals and plants thrive in your locality? (S)
<b>Wow moments (visits/visitors)</b>	*All visits and visitors are TBC this year due to the global pandemic and are dependent on government guidelines relating to social distancing*	*All visits and visitors are TBC this year due to the global pandemic and are dependent on government guidelines relating to social distancing*	*All visits and visitors are TBC this year due to the global pandemic and are dependent on government guidelines relating to social distancing*	*All visits and visitors are TBC this year due to the global pandemic and are dependent on government guidelines relating to social distancing*	*All visits and visitors are TBC this year due to the global pandemic and are dependent on government guidelines relating to social distancing*	National Railway Museum in York *All visits and visitors are TBC this year due to the global pandemic and are dependent on government guidelines relating to social distancing*
<b>Parental engagement</b>	*Parental engagement is TBC and dependent on government guidelines relating to social distancing*	*Parental engagement is TBC and dependent on government guidelines relating to social distancing*	*Parental engagement is TBC and dependent on government guidelines relating to social distancing*	WW2 workshop and exhibition *Parental engagement is TBC and dependent on government guidelines relating to social distancing*	Local history walk *This is dependent on government guidelines relating to social distancing*	*Parental engagement is TBC and dependent on government guidelines relating to social distancing*
<b>Core Text</b>	The Great Chocoplot - Chris Callaghan  When Jessie Came Across the Sea -Amy Hest  Silly Billy - Anthony Browne	The Great Chocoplot - Chris Callaghan	The Pied Piper of Hamelin - Michael Morpurgo	The Diary of a Killer Cat - Anne Fine  The Lion and the Unicorn - Shirley Hughes	The Butterfly Lion - Michael Morpurgo  The Incredible Book Eating Boy - Oliver Jeffers	The Sheep Pig - Dick King Smith
<b>English</b>	<b>Writing to Entertain - Historical</b> recount of Pilgrim Fathers journey to	<b>Writing to entertain - character/settings and descriptions</b> about the	<b>Writing to entertain - traditional tale</b> of the Pied Piper	<b>Writing to entertain - adventure story</b> about an evacuee	<b>Writing to entertain - contemporary fiction</b> story of Sheep Pig	<b>Writing to entertain - fantasy story</b> about a train or canal journey around the

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	<p>America</p> <p><b>Writing to Persuade</b> - Letter home from European Settlers to persuade others to join them</p> <p><b>Writing to Inform</b> - Explanation text on States of Matter</p>	<p>Mayans/Aztecs and Spanish settlers</p> <p><b>Writing to inform</b> - Non-Chronological report on Electricity</p> <p><b>Writing to persuade</b> - advertising for a new chocolate bar</p>	<p><b>Writing to entertain</b> - Poetry of sounds</p> <p><b>Writing to inform</b> - newspaper article about evacuees</p>	<p><b>Writing to persuade</b> - poster about life in World War II (Dig for Victory; Turn off lights etc.)</p>	<p><b>Writing to inform</b> - recount of the digestive system and teeth</p>	<p>UK</p> <p><b>Writing to inform</b> - biography of famous Doncastrians related to the invention of trains</p> <p><b>Writing to persuade</b> - speech about destruction of animal habitats</p>
<p style="text-align: center;"><b>Maths</b></p> 	<p>White Rose Maths</p> <p>Number - Place Value (15 lessons)</p> <p>Number - Addition and Subtraction (10 lessons)</p>	<p>White Rose Maths</p> <p>Number - Addition and Subtraction (25 lessons)</p> <p>Number Multiplication and Division (10 lessons)</p>	<p>White Rose Maths</p> <p>Multiplication and Division (30 lessons)</p>	<p>White Rose Maths</p> <p>Measurement: Money (5 lessons)</p> <p>Statistics (5 lessons)</p> <p>Measurement: Length and Perimeter (15 lessons)</p>	<p>White Rose Maths</p> <p>Number: Fractions (10 lessons)</p> <p>Number: Fractions (15 lessons)</p> <p>Measurement: Time (10 lessons)</p>	<p>White Rose Maths</p> <p>Geometry: Properties of Shape (10 lessons)</p> <p>Measurement: Mass and Capacity (15 lessons)</p> <p>Consolidation</p>
<p style="text-align: center;"><b>Science</b></p> 	<p><b>States of Matter</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* compare and group materials together, according to whether they are solids, liquids or gases</li> <li>*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)</li> <li>*identify the part played by evaporation and</li> </ul>	<p><b>Electricity</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>*identify common appliances that run on electricity</li> <li>*construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>*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</li> </ul>	<p><b>Sound</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>*identify how sounds are made, associating some of them with something vibrating</li> <li>*recognise that vibrations from sounds travel through a medium to the ear</li> <li>*find patterns between the pitch of a sound and features of the object that produced it</li> <li>*find patterns between the volume of a sound and the</li> </ul>	<p><b>Revision of missed units</b></p> <p>During this half-term, cover areas of the curriculum missed due to mixed year groups or school lockdown</p>	<p><b>Animals, including humans</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* describe the simple functions of the basic parts of the digestive system in humans</li> <li>*identify the different types of teeth in humans and their simple functions</li> <li>*Construct and interpret</li> </ul>	<p><b>Living things and their habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>*recognise that living things can be grouped in a variety of ways</li> <li>*explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>*recognise that environments can change</li> </ul>

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	<p>condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>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>	<p>strength of the vibrations that produced it            *recognise that sounds get fainter as the distance from the sound source increases</p>		<p>a variety of food chains, identifying producers, predators and prey.</p>	<p>and that this can sometimes pose dangers to living things</p>
<p><b>History (H) and Geography (G)</b></p> 	<p style="text-align: center;"><b>Aztecs and Mayans (H)</b> <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;"><u><b>Geography</b></u></p> <p><u><b>Locational knowledge</b></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><b>Place knowledge</b></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><b>Human and physical geography</b></u>            describe and understand key aspects of:            -physical geography, including: climate zones, biomes and</p>	<p style="text-align: center;"><b>World War II (H)</b></p> <p style="text-align: center;"><i>(extended chronological knowledge beyond 1066)</i></p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066,</p> <p style="text-align: center;"><u><b>Geography</b></u></p> <p><u><b>Locational knowledge</b></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><b>Place knowledge</b></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><b>Human and physical geography</b></u>            describe and understand key aspects of:</p>	<p style="text-align: center;"><b>Transport (H)</b></p> <ul style="list-style-type: none"> <li>• A local history study</li> </ul> <p style="text-align: center;"><u><b>Geography</b></u></p> <p><u><b>Locational knowledge</b></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><b>Place knowledge</b></u>            -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><u><b>Human and physical geography</b></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,</p>			

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	<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-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><b><u>Geographical skills and fieldwork</u></b></p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-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</p> <p>-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>-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-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><b><u>Geographical skills and fieldwork</u></b></p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-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</p> <p>-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>minerals and water.</p> <p><b><u>Geographical skills and fieldwork</u></b></p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-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.</p> <p>-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><b>Art/DT</b></p>	<p>Design and make packaging for a chocolate bar</p> <p>Making chocolate bar</p> <p>Preparing and eating Mexican food</p> <p>Clay sun-stones</p> <p>Aztec jewellery</p> <p>Aztec headdresses</p> <p>Aztec masks</p>		<p>Model shelters</p> <p>WW2 recipes and meals (rationing)</p> <p>Black out pictures</p> <p>Design uniform</p> <p>Propaganda posters</p> <p>Draw aircrafts</p> <p>Musical instruments</p>		<p>Railway art</p> <p>Model trains</p> <p>Create and make a habitat</p> <p>Collages of different animals</p>	
<p><b>Music</b></p> 	<p>Charanga</p> <p>Let Your Spirit Fly</p>	<p>Charanga</p> <p>Glockenspiel</p>	<p>Charanga</p> <p>Three Little Birds</p>	<p>Charanga</p> <p>The Dragon Song</p>	<p>Charanga</p> <p>Bring us Together</p>	<p>Charanga</p> <p>Reflect, rewind and replay</p> <p>Mediterranean</p>
<p><b>P.E.</b></p> 	<p>Real PE x 1 session per week</p> <p>Gymnastics</p>	<p>Real PE x 1 session per week</p> <p>Dance</p>	<p>Real PE x 1 session per week</p> <p>Gymnastics and basketball</p>	<p>Real PE x 1 session per week</p> <p>Invasion Games</p>	<p>Real PE x 1 session per week</p> <p>Striking and Fielding</p>	<p>Real PE x 1 session per week</p> <p>Athletics</p>

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<p><b>R.E.</b></p> 	<p><b>Hinduism</b> <u>Divali</u></p> <p><i>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child</i></p>	<p><b>Christianity</b> <u>Christmas</u></p> <p><i>Has Christmas lost its true meaning?</i></p>	<p><b>Christianity</b> <u>Jesus' miracles</u></p> <p><i>Could Jesus really heal people? Were these miracles or is there some other explanation?</i></p>	<p><b>Christianity</b> <u>Easter - forgiveness</u></p> <p><i>What is 'good' about Good Friday?</i></p>	<p><b>Hinduism</b> <u>Hindu beliefs</u></p> <p><i>How can Brahman be everywhere and in everything?</i></p>	<p><b>Hinduism</b> <u>Pilgrimage to the River Ganges</u></p> <p><i>Would visiting the River Ganges feel special to a non-Hindu?</i></p>
<p><b>Computing</b></p> 	<p><b>Programming and algorithms</b></p> <p>*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>*use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>E-Safety</b></p> <p>*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Using the Internet (search tools)</p> <p>Presentation of information (word processing)</p> <p>*understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>Programming and algorithms</b></p>	<p><b>Handling Data</b></p> <p>Collecting, evaluating and presenting data and information</p>	<p><b>Database</b></p> <p>*select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>Research and presentation</b></p>
<p><b>PSHCE</b></p> 	<p><b>Jigsaw</b> Being Me in my World</p>	<p><b>Jigsaw</b> Celebrating Difference</p>	<p><b>Jigsaw</b> Dreams and Goals</p>	<p><b>Jigsaw</b> Healthy Me</p>	<p><b>Jigsaw</b> Relationships</p>	<p><b>Jigsaw</b> Changing Me</p>

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<b>French</b>	Numbers Greetings Classroom instructions Names	Ages Colours (2 weeks) Nativity vocabulary (4 weeks)	Fruits Food Food items (Shrove Tuesday)	Days of the week Easter (4 weeks)	Months	Revision and recap
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