





# Yearly Plan 2021/22

## Class 5 (Year 3)

	Autumn Term		Spring Term		Summer Term	
<b>Term dates</b>	01/09/21 - 15/10/20 (7 weeks)	01/11/21-17/12/21 (7 weeks)	04/01/22-11/02/22 (6 weeks)	21/02/22-01/04/22 (6 weeks)	19/04/22 - 27/05/22 (6 weeks)	06/06/22-29/07/22 (6 weeks)
<b>Key Learning Challenges</b>	Where in the world is Africa? (G)  Are you attractive enough? (S)	What was the Ancient Benin civilisations and what can we learn from it? (H)	Who were the Anglo Saxons? (H)  How can Usain Bolt move so quickly? (S)	Who were the Vikings? (H)  How did that blossom become an apple? (S)	What impact did the coal mines have on the local area? (H)  What do rocks tell us about the way the Earth was formed? (S)	What impact did the coal mines have on the local area? (H)  How far can you throw your shadow? (S)
<b>Wow moments (visits/visitors)</b>	African Food Day - tasting different foods  Make an Iron Man  *All visits and visitors are TBC this year due to the global pandemic and are dependent on government guidelines relating to social distancing*	Dress up in African patterns/clothing  *All visits and visitors are TBC this year due to the global pandemic and are dependent on government guidelines relating to social distancing*	Yorvik Centre - York *All visits and visitors are TBC this year due to the global pandemic and are dependent on government guidelines relating to social distancing*	Pupil dress up as a Viking or an Anglo Saxon	National Coal Mining Museum *All visits and visitors are TBC this year due to the global pandemic and are dependent on government guidelines relating to social distancing*	Enactment of a day in the mines
<b>Parental engagement</b>	African food making and tasting  *Parental engagement is TBC and dependent on government guidelines relating to social distancing*	African crafts workshop with parents *Parental engagement is TBC and dependent on government guidelines relating to social distancing*		Anglo Saxons and Vikings parent 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*	Visit from previous coal miners to explain what it was like in the mines. *Parental engagement is TBC and dependent on government guidelines relating to social distancing*
<b>Core Text</b> 	The Iron Man - Ted Hughes  Egg Drop - Mini Grey  Up and Down - Oliver Jeffers	The Akimbo Adventures - Alexander McCall Smith (3 in 1 - Akimbo and the elephants, Akimbo and the Lions, Akimbo and the Crocodile Man)  The Wolf's Story - Toby	The Diary of a Killer Cat - Anne Fine  The Mousehole Cat - Antonia Barber  The Dragon's Hoard:	Viking Boy - Tony Bradman  The Flower - John Light  The Last Tree - Emily Haworth Booth  Arthur and the Golden Rope	The Firework Maker's Daughter - Phillip Pullman  The Guard Dog - Dick King Smith  Stone Girl, Bone Girl - Laurence Anholt	The Sheep Pig - Dick King Smith  Charlotte's Web - E.B.White  The Dark - Lemony


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		Forward  The true story of the 3 little pigs - Jon Scieszka  Goldilocks and Just the One Bear - Leigh Hodgkinson	Stories from the Viking Sagas - Lari Don and Cate James  The Queen's Nose - Dick King Smith	- Joe Todd Stanton  The Guard Dog - Dick King Smith	Surviving Aberfan - The People's Story - Sue Elliott	Snickett
English 	<b>Writing to Entertain - Adventure</b> - adventure story based on The Iron Man  <b>Writing to Persuade - Advertising</b> - about an African country  <b>Writing to Inform - Explanation</b> text on Forces and Magnets	<b>Writing to entertain - character/settings and descriptions</b> about African animals linked to Akimbo  <b>Writing to inform - Non-Chronological report</b> different African animals  <b>Writing to persuade - letter</b> - why villains in traditional fairy tales are misunderstood	<b>Writing to entertain - myths</b> about Vikings  <b>Writing to entertain - Poetry</b> about Vikings - kennings  <b>Writing to inform - newspaper article</b> about Viking invasion	<b>Writing to entertain - fantasy story</b> about Vikings and dragons  <b>Writing to persuade - poster</b> about the importance of plants and flowers.	<b>Writing to entertain - contemporary fiction</b> story based on The Firework Maker's Daughter  <b>Writing to inform - biography</b> of Mary Anning	<b>Writing to entertain - historical story</b> about coal mining in the local area.  <b>Writing to inform - recount</b> of the Aberfan disaster  <b>Writing to persuade - speech</b> about the closure of coal mines in the local area.
Maths 	White Rose Maths  Number - Place Value (15 lessons)  Number - Addition and Subtraction (20 lessons)	White Rose Maths  Number - Addition and Subtraction (5 lessons)  Number - Multiplication and Division (20 lessons)	White Rose Maths  Number - Multiplication and Division (15 lessons)  Measurement: Money (5 lessons)  Statistics (5 lessons)	White Rose Maths  Measurement: Length and Perimeter (15 lessons)  Number: Fractions ( 10 lessons)	White Rose Maths  Number: Fractions (15 lessons)  Measurement: Time (15 lessons)	White Rose Maths  Geometry: Properties of Shape (10 lessons)  Measurement: Mass and Capacity (15 lessons)  Consolidation
Science 	<b>Forces and magnets</b> Pupils should be taught to: *compare how things move on different surfaces *notice that some forces need contact between 2 objects, but magnetic	<b>Revision of missed units</b>  During this half-term, cover areas of the curriculum missed due to mixed year groups or school lockdown	<b>Animals, including humans</b> Pupils should be taught to: *identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own	<b>Plants</b> Pupils should be taught to: *identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	<b>Rocks</b> Pupils should be taught to: *compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	<b>Light</b> Pupils should be taught to: *recognise that they need light in order to see things and that dark is the absence of light *notice that light is

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	<p>forces can act at a distance</p> <ul style="list-style-type: none"> <li>*observe how magnets attract or repel each other and attract some materials and not others</li> <li>*compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>*describe magnets as having 2 pole</li> <li>*predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>		<p>food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> <li>*identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<ul style="list-style-type: none"> <li>*explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>*investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<ul style="list-style-type: none"> <li>*describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>*recognise that soils are made from rocks and organic matter</li> </ul> <p>Weigh rocks and fossils</p>	<p>reflected from surfaces</p> <ul style="list-style-type: none"> <li>*recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>*recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>*find patterns in the way that the size of shadows change</li> </ul>
<p><b>History (H) and Geography (G)</b></p> 	<p style="text-align: center;"><b><u>World History</u></b> <b><u>Benin, West Africa (H)</u></b></p> <p style="text-align: center;"><i>(non-European society)</i></p> <p>Pupils should be taught about a non-European society that provides contrasts with British history</p> <p style="text-align: center;"><b><u>Geography</u></b></p> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>-locate the world's countries, using maps; concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul> <p><b><u>Human and physical geography</u></b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</li> </ul>	<p style="text-align: center;"><b><u>British History</u></b> <b><u>Anglo-Saxons and Vikings</u></b></p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons</p> <p><i>This could include:</i></p> <p><i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></p> <p><i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i></p> <p><i>Anglo-Saxon art and culture</i></p> <p><i>Christian conversion - Canterbury, Iona and Lindisfarne</i></p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>This could include:</i></p> <p><i>Viking raids and invasion</i></p> <p><i>resistance by Alfred the Great and Athelstan, first king of England</i></p> <p><i>further Viking invasions and Danegeld</i></p> <p><i>Anglo-Saxon laws and justice</i></p>	<p style="text-align: center;"><b><u>Local History</u></b> <b><u>Local Industry</u></b></p> <p>What impact did the coal mines have on the local area?</p> <p style="text-align: center;"><b><u>Geography</u></b></p> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>-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.</li> </ul> <p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> </ul> <p>Human and physical geography describe and understand key aspects of:</p>			







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	<p>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><b><u>Geographical skills and fieldwork</u></b> -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><i>Edward the Confessor and his death in 1066</i></p> <p style="text-align: center;"><b><u>Geography</u></b></p> <p><b><u>Locational knowledge</u></b> -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><b><u>Place knowledge</u></b> -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><b><u>Human and physical geography</u></b> describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains 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><b><u>Geographical skills and fieldwork</u></b> -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</p>	<p>-physical geography, including: climate zones, biomes and vegetation belts -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> -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. -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>
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			human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
 Art/DT	Design and make African jewellery Preparing and eating African food African headdresses Benin bronze plaques		Viking long boats Viking jewellery - necklace with snake design Viking brooches Viking helmet		Model of a coal mine Design and make a tool for coal mining Pictures of coal mines	
 Music	Charanga Let Your Spirit Fly	Charanga Glockenspiel	Charanga Three Little Birds	Charanga The Dragon Song	Charanga Bring us Together	Charanga Reflect, rewind and replay Mediterranean
 P.E.	Gymnastics	Dance - Haka	Yoga	Tennis	OAA	Athletics
 R.E.	<b>Hinduism</b> <u>Diwali</u> <i>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</i>	<b>Christianity</b> <u>Christmas</u> <i>Has Christmas lost its true meaning?</i>	<b>Christianity</b> <u>Jesus' miracles</u> <i>Could Jesus really heal people? Were these miracles or is there some other explanation?</i>	<b>Christianity</b> <u>Easter - forgiveness</u> <i>What is 'good' about Good Friday?</i>	<b>Hinduism</b> <u>Hindu beliefs</u> <i>How can Brahman be everywhere and in everything?</i>	<b>Hinduism</b> <u>Pilgrimage to the River Ganges</u> <i>Would visiting the River Ganges feel special to a non-Hindu?</i>
 PSHCE	<b>Jigsaw</b> Being Me in my World	<b>Jigsaw</b> Celebrating Difference	<b>Jigsaw</b> Dreams and Goals	<b>Jigsaw</b> Healthy Me	<b>Jigsaw</b> Relationships	<b>Jigsaw</b> Changing Me
 French	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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<p><b>Computing</b></p> 	<p style="text-align: center;"><b>Connecting computers</b></p> <p>*use sequence, selection, and repetition in programs; work with variables and various forms of input and output</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>*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 style="text-align: center;"><b>Programming A Sequence in Music</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 style="text-align: center;"><b>Programming B Events and actions</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 style="text-align: center;"><b>Creating media - animation</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>*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p style="text-align: center;"><b>Creating media - desktop publishing</b></p> <p>*Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</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 style="text-align: center;"><b>Data and Information - Branching Databases</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>*Use technology safely, respectfully, and responsibly</p>
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