



Yearly Plan 2021/22

Class 6 (Year 3/4)

	Autumn Term		Spring Term		Summer Term	
Term dates	02/09/21 - 15/10/21 (7 weeks)	01/11/21 - 16/12/21 (7 weeks)	05/01/22 - 11/02/22 (6 weeks)	21/02/22 - 01/04/22 (6 weeks)	19/04/22 - 27/05/22 (6 weeks)	06/06/22 - 27/07/22 (8 weeks)
Key Learning Challenges	What is so special about Ancient Benin?	Why is Africa important to world History and Geography?	Were the Anglo Saxons really smashing?	Were the Vikings always victorious and vicious?	How did the coal mining industry help to shape the local area we know now?	What makes Doncaster a great place to live?
Wow moments (visits/visitors)				Visit to The Yorvik Centre and The Dig - York	Visit to The National Coal Mining Museum - Wakefield	
Parental engagement	TBA	TBA	TBA	TBA	TBA	TBA
Core Text <i>Ongoing author study - David Walliams</i>	'The Iron Woman' by Ted Hughes 'Mama Panya's Pancakes' (a village tale from Kenya) by Mary and Rich Chamberlin	'Mufaro's Beautiful Daughters' by John Steptoe 'African Folk Tales' by Hugh Vernon-Jackson 'Africa is not a Country' by Margy Burns Knight	'James and the Giant Peach' by Roald Dahl 'Boy' by Roald Dahl 'Esio Trot' by Roald Dahl	'Arthur and the King's Sword' by Tony Bradman 'There's a Viking in my bed (and other stories)' by Jeremy Strong 'The Promise' by Nicola Davies	'Stig of the Dump' by Clive King 'The Fossil Girl' by Catherine Brighton 'The Rock Factory - a story about Rocks and Stones' by Jacqui Bailey	'Boy' by Roald Dahl 'Matilda' by Roald Dahl 'Orion and the Dark' by Emma Yarlett
English 	Writing to Entertain - Historical recount of the life of the ruler and inventors in the Ancient Kingdom of Benin Writing to inform - newspaper article about the Ancient Kingdom of Benin Writing to Inform - Explanation text on Forces and Magnets	Writing to entertain - traditional tales from Africa Writing to persuade - advertising for a visit to part of Africa Writing to inform - recount of Science experiments	Writing to entertain - character/settings and descriptions about the Viking and Anglo-Saxon invaders and settlers Writing to persuade - Letter home from Viking invader to persuade others to join them Writing to entertain - Poetry about Animals	Writing to entertain - fantasy story about a Viking or Anglo-Saxon invader or early settler Writing to persuade - poster about the importance of plants and the creatures that support them (bees and butterflies etc)	Writing to entertain - adventure story about a child working in the coal mines Writing to persuade - letter from a child working in the coal mines about safety Writing to inform - biography of Mary Anning	Writing to entertain - contemporary fiction with a child as a main character, in the style of Roald Dahl Writing to inform - report of different types of light sources
Maths 	Number: place value Number: addition and subtraction	Measurement: length and perimeter Number: multiplication and division	Number: multiplication and division Measurement: area	Number: fractions Number: decimals	Number: decimals Measurement: money Measurement: time	Statistics Geometry: properties of shape Geometry: position and direction


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<p style="text-align: center;">Science</p> 	<p><u>Forces and magnets</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> -compare how things move on different surfaces -notice that some forces need contact between 2 objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -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 -describe magnets as having 2 poles -predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	<p><u>Revision of missed units</u></p> <p>During this half-term, cover areas of the curriculum missed due to mixed year groups or school lockdown</p>	<p><u>Animals, including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p><u>Plants</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -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 -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<p><u>Rocks</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> -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. 	<p><u>Light</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light is blocked by an opaque object -find patterns in the way that the size of shadows change
<p style="text-align: center;">History</p> 	<p style="text-align: center;"><u>World History</u> Benin, West Africa <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;"><u>British History</u> Anglo-Saxons and Vikings</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons <i>This could include:</i> <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i> <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> <i>Anglo-Saxon art and culture</i> <i>Christian conversion - Canterbury, Iona and Lindisfarne</i> Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>This could include:</i></p>		<p style="text-align: center;"><u>Local History</u> Local Industry</p> <p style="text-align: center;">What impact did the coal mines have on the local area?</p>	






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		<p><i>Viking raids and invasion</i> <i>resistance by Alfred the Great and Athelstan, first king of England</i> <i>further Viking invasions and Danegeld</i> <i>Anglo-Saxon laws and justice</i> <i>Edward the Confessor and his death in 1066</i></p>	
<p>Geography</p> 	<p><u>Locational knowledge</u> -locate the world's countries, using maps; 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. <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 wider world -use fieldwork to observe, measure record and present the human and physical features in the local</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 <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. <u>Human and physical geography</u> 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. <u>Geographical skills and fieldwork</u> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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. <u>Place knowledge</u> -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. <u>Human and physical geography</u> describe and understand key aspects of: -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. <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. -use fieldwork to observe, measure record and present the human and physical features in the local</p>



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	area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		-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.		area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Art/DT 	Create and make printing blocks to create visual representation of the music the children are writing, using a relief or impressed method. Design and make musical instruments.	<u>Digital media</u> Record and collect images using digital cameras and video recorders. Present recorded visual images using software.	<u>Painting</u> Experiment with different effects and textures and work on a range of scales while creating different effects.	<u>Textiles</u> Use a variety of techniques such as printing and dyeing to create different textual effects. <u>Collage</u> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.	<u>Drawing</u> Form and shape - experiment with different grades of pencil and other implements to draw different forms and shapes.	<u>3-D</u> Plan, design and make models from observation and imagination. Join clay adequately and construct a simple base for extending and modelling other shapes.
Music 	Mamma Mia (Charanga)	Glockenspiel (Charanga)	Stopl (Charanga)	Lean On Me (Charanga)	Blackbird (Charanga)	Reflect, Rewind & Replay (Charanga)
P.E. 	Health and Fitness	Football	Basketball	Dance	Orienteering	Athletics and Rounders
	Ball skills	Orienteering (with Owen)	Gymnastics	Volleyball	Tennis	Tag Rugby
R.E. 	<u>Judaism</u> (beliefs and practices) How special is the relationship Jews have with God?	<u>Christianity</u> (Christmas) What is the most significant part of the Nativity story for Christians today?	<u>Judaism</u> (Passover) How important is it for Jewish people to do what God asks them to do?	<u>Christianity</u> (Easter) Is forgiveness always possible?	<u>Judaism</u> (beliefs and practices) What is the best way for a Jew to show commitment to God?	<u>Christianity</u> (prayer and worship) Do people need to go to church to show they are Christians?
MFL 	Revision of Colours Parts of the body	Numbers Christmas theme	Members of the family Questions about family	Pets Easter theme	Hobbies Zoo animals	Leisure activities Weather

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<p>Computing</p> 	<p><u>e-Safety</u></p> <ul style="list-style-type: none"> -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><u>Programming</u></p> <ul style="list-style-type: none"> -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><u>Technology in our lives</u></p> <ul style="list-style-type: none"> -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><u>Multimedia</u></p> <ul style="list-style-type: none"> -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><u>e-Safety</u></p> <ul style="list-style-type: none"> -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><u>Programming</u></p> <ul style="list-style-type: none"> -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><u>Handling Data</u></p> <ul style="list-style-type: none"> -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><u>Multimedia</u></p> <ul style="list-style-type: none"> -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><u>e-Safety</u></p> <ul style="list-style-type: none"> -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><u>Programming</u></p> <ul style="list-style-type: none"> -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><u>Technology in our lives</u></p> <ul style="list-style-type: none"> -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><u>Handling Data</u></p> <ul style="list-style-type: none"> -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>PSHCE</p> 	<p><u>Jigsaw</u> Being me in my world</p>	<p><u>Jigsaw</u> Celebrating difference</p>	<p><u>Jigsaw</u> Dreams and goals</p>	<p><u>Jigsaw</u> Healthy me</p>	<p><u>Jigsaw</u> Relationships</p>	<p><u>Jigsaw</u> Changing me</p>