



Curry Mallet CofE VC Primary School
Class 3
2020/2021 Yearly Plan

Intent

Aspiration	Life-long learning	Globally responsible	Curiosity
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Term	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Project	Under the Sea			Our Bodies	Olympics
Focus	Geography	History/Science		Science	History/ Geography
Big question	Does our coastline stay the same?	How did the price paid for a ticket impact a passenger's experience on board R.M.S. Titanic?		Our bodies – Are we really what we eat?	What makes a perfect Olympian?
Celebration of Learning	Build a model coastline	Building a model/circuit capable of sending a Morse Code signal.		Make a crawl through model of the human digestive system. Children to be able to give 'tours' of the human digestive system to younger children.	Yr 6 – to organise and run a Whole school mini Olympics Yr 4/5 to organise a mini Olympics for Class 2
Creative Homework	<p><u>Coastal Safety.</u></p> <p>Research the following: Strong tides and currents, cold water, deep water, rubbish left on the beach, no lifeguards, chemical pollutants, wildlife (e.g. jellyfish), high cliff tops, off-shore winds and loose rocks.</p> <p>What are the risks? What do we need to think about? How can we stay safe?</p> <p>Produce a form of safety education material to inform other people of the risks associated with coastal areas. This could be in the form of a poem, story, poster, documentary film, a filmed piece of drama, a power point – the possibilities are endless... As always... be creative!</p>			TBC	TBC
RE	What do Christians believe about God and Incarnation? (links with Christmas) Incarnation: Was Jesus the Messiah?		What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover) Salvation: What did Jesus do to save human beings?	What do Muslim People believe about Islam and Imam?	

History	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 			<ul style="list-style-type: none"> ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world
Geography	<ul style="list-style-type: none"> ▪ To 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) ▪ To describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering. ▪ To name and locate counties and cities of the U.K., geographical regions and their identifying human and physical characteristics (inc hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these have changed over time. 		<p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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) <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-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>Locational knowledge</p> <ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> • 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-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
Science	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> ▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and 	<p>Electricity</p> <ul style="list-style-type: none"> ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ compare and give reasons for variations in how components function, including the 	<p>Animal including humans</p> <ul style="list-style-type: none"> ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Animals including humans: Changes as we age/Life cycles</p> <ul style="list-style-type: none"> ▪ describe the changes as humans develop to old age. <p>Digestion</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 <p>Evolution and inheritance</p>	

	<p>thermal), and response to magnets</p> <ul style="list-style-type: none"> 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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> use recognised symbols when representing a simple circuit in a diagram. 			<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	
PSHE	<p>JIGSAW Recovery Programme Includes work on resilience-building in response to the disruption and impact that the Covid-19 pandemic has caused on school life.</p>	<p>JIGSAW Celebrating Difference Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	<p>JIGSAW Dreams and Goals Includes goal-setting, aspirations for yourself and the world and working together.</p>	<p>JIGSAW Healthy Me Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p>	<p>JIGSAW Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p>	<p>JIGSAW Changing Me This puzzle includes sex and relationships education in the context of coping positively with change. (Includes age-appropriate sex education).</p>
On-line safety	<p>I am kind and responsible</p> <p>EliM planning and assemblies</p>		<p>I am safe</p> <p>EliM planning and assemblies</p>		<p>I am healthy</p> <p>EliM planning and assemblies</p>	
ICT	<p>§ design, write and debug programs that accomplish specific goals, including</p>	<p>§ understand computer networks including the internet; how they can provide multiple services,</p>	<p>§ select, use and combine a variety of software (including internet</p>	<p>§ use sequence, selection, and repetition in programs; work with</p>	<p>§ select, use and combine a variety of software (including internet services) on a range of</p>	<p>§ understand computer networks including the internet; how they can provide multiple services, such as</p>

	<p>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>such as the world wide web; and the opportunities they offer for communication and collaboration</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>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>variables and various forms of input and output</p>	<p>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>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>
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	
MFL	<p>Greetings, numbers, alphabet</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences 	<p>Colours, Days of the week, Months of the year</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<p>Family, Pets, Parts of the body</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language 			

	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<ul style="list-style-type: none"> present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		
Art	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Drew Brophy – modern surf board art</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Willy Stöwer - The Sinking of the Titanic</p>		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Henry Moore Julian Opie Alberto Giacometti</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Ancient Greek pots/plates/vases</p> <p>People in action – sketching the body during sport</p>
PE	<p>Invasion Games; Basketball, Football, Tag Rugby - control and aiming</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Invasion Games attacking and defending Hockey, Football and Tag Rugby</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Dance (Indoor PE – will be COVID dependent)</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns 	<p>Batting and Fielding games; Cricket</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Invasion Games; Net and wall games: Tennis - Control and aim</p> <p>Athletics</p>		

		<p>Gym (Indoor PE – will be COVID dependent)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance <p>OAA- team building (Residential – COVID dependent)</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team <p>Swimming (COVID dependent)</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 	
DT	<p>Design and construct a model (to include an electrical circuit) which is capable of sending a signal in Morse Code.</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 		<p>Food technology Design and make a balanced meal.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Ancient Greek Pottery Model of the Parthenon</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

				<ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Educational visits/ visitors and experiences			Day trips will be COVID dependent.	<p>Proposed trip: We the Curious – Digest this! Workshop.</p> <p>Day and residential trips will be COVID dependent.</p> <p>Residential Visit to Hill House Christian Centre</p> <p>Year 6 proposed visit to Parliament People’s Parliament Workshop</p> <p>Day and residential trips will be COVID dependent.</p>