

Robert Mellors Primary Academy - Planning Cycle Year: 2020/2021



Year 3/4	<u>Autumn:</u> <u>Chariots of Fire</u>	<u>Spring:</u> <u>Total Wipe Out!</u>	<u>Summer:</u> <u>Off With Her Head</u>
Intent	Our intention is that the children at Robert Mellors Academy become successful learners through being inspired and motivated to learn. We aim to do this by providing a curriculum that builds on sequences of learning developing children's skills and knowledge of the areas set out in the National Curriculum. Above all, planning is relevant and meaningful with the aim of creating long-term learning.		
Implement <i>Engage</i>	Junk box models – Roman Chariots Chariot racing	Zoo lab / Pets at home animal handling Rainforest virtual trip	Wollaton Hall – Tudor Experience
Implement <i>Develop</i>	Geography: Continent of Europe Focus <ul style="list-style-type: none"> Locate Rome and the Roman Empire on a map Locate the continents of the world and compare them to the extent of the Roman empire History: <ul style="list-style-type: none"> Learn about Roman home life Compare modern and ancient life in Rome Study Ancient Roman artefacts and their uses Explore Gladiators, their role and place within the Roman Empire Study lifestyles of Roman citizens and slaves Create a chronology of the Roman empire and its rule of Britain 	Geography: Field trip – woodland or forest <ul style="list-style-type: none"> Take account of weather and climate when discussing location Make direct comparisons between locations including; capital city; population; language; produce; wildlife and points of interest Understand the Rainforest is made up of layers, each with its own features and animal life Explore the lifestyle of communities within the Rainforests Compare Rainforest to Forests within the UK (Sherwood) Identify continents, countries; places and geographical lines of significance Study the effect of deforestation, both positive and negative English:	History: <ul style="list-style-type: none"> Investigate what life was like for Tudor children. Find out who the Tudors were and when they lived. Understand how the Tudors took power. Form a chronology of the Tudor reign. Recall the six wives of Henry VIII. Find out what people wore in Tudor times. Explore and recreate Tudor portraits. Find out what the Tudors ate and which foods were available in Tudor Britain. To investigate crime and punishment in the Tudor times. Compare our town today to how it might have looked in Tudor times. Find out about diseases in Tudor Britain and how these diseases were treated. Geography

	<ul style="list-style-type: none"> Study the religion and mythology of the roman empire <p>English:</p> <p>Art: Plan and create a mosaic using tiles of varying sizes</p> <p>D and T: Make a chariot including an axel and wheels. Use appropriate tools.</p>	<ul style="list-style-type: none"> Write persuasive advert Postcard following visit Biography – Jane Goodall <p>SMSC:</p> <ul style="list-style-type: none"> Explore the life and achievements of a significant individual (Jane Goodall) <p>Art: Artist study– Rousseau Think about foreground and background. Printing rainforest background.</p> <p>D and T: Make a rainmaker.</p> <p>Music:</p>	<ul style="list-style-type: none"> Locate where Tudor explorers travelled to on a map. Research a famous explorer. <p>Art Artist study- Hans Holbein (The Ambassadors) Create portrait of famous Tudors onto a black and white portrait. Create different moods by brightening colours.</p> <p>D and T Make ships biscuits. Marzipan sculptures. Participate in a banquet.</p>
Impact Skills	<p><u>Geography:</u></p> <ul style="list-style-type: none"> Name a number of countries in the northern hemisphere <p><u>History</u></p> <ul style="list-style-type: none"> Describe events from the past using dates Use a timeline within a specific period of history to set out the order that things happened Use mathematical knowledge to work out how long ago events happened Explain some of the times when Britain has been invaded Use specific research skills to find answers to historical questions Explain how events from the past may have shaped our lives today Explain how the lives of the wealthy differed from the lives of the poor 	<p><u>Geography:</u> Continent focus South America</p> <ul style="list-style-type: none"> Use correct geographical terms to describe a place Use grip references on a map Use an atlas by referring to the index pages Carry out research to discovers features of villages, towns and cities Explain why people may choose to live in one place rather than another Locate the Tropics of Cancer and Capricorn Collect and correctly measure information (rainfall, wind speed, noise level etc) 	<p><u>Geography:</u></p> <ul style="list-style-type: none"> Find at least six UK cities on a map Plan a journey to a place in England Use grip references on a map Use an atlas by referring to the index pages <p><u>History :</u></p> <ul style="list-style-type: none"> Research to find similarities and differences between two or more periods in history, using centuries to provide timescales Round timescales up into decades and centuries Explain how the lives of the wealthy differed from the lives of the poor Explain two versions of events and how they differ

	<ul style="list-style-type: none"> Explain two versions of events and how they differ <p>Science</p> <p>Rocks</p> <ul style="list-style-type: none"> I can compare and group rocks based on their appearance and physical properties, giving a reason. I can describe how fossils are formed. I can describe how soil is made. I can describe and explain the difference between sedimentary and igneous rock. <p>Forces and magnets</p> <ul style="list-style-type: none"> I can explore and describe how objects move on different surfaces. I can explain how some forces require contact and some do not, giving examples. I can explore and explain how objects attract and repel in relation to objects and other magnets. I can predict whether objects will be magnetic and carry out an enquiry to test this out. I can describe how magnets work. I can predict whether magnets will attract or repel and give a reason. <p>Electricity (Year 4)</p> <ul style="list-style-type: none"> I can identify common electrical appliances. I can create simple series circuits and name its parts. I can identify whether or not a bulb will light from a diagram. 	<p>Science</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> I can explain the importance of a nutritious, balanced diet. I can explain how nutrients, water and oxygen are transported within animals and humans. I can describe and explain the skeletal system of a human. I can describe and explain the muscular system of a human. I can describe the purpose of the skeleton in humans and animals. <p>Sound (Year 4)</p> <ul style="list-style-type: none"> I can identify how sounds are made. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between pitch of a sound and the features of an object. I can find patterns between the volume of a sound and the strength of vibrations. I can recognise that sounds get fainter as the distance from the source increases. <p>All Living Things (Year 4)</p> <ul style="list-style-type: none"> I can identify features which make a living thing. I can recognise that living things can be grouped in a variety of ways. 	<ul style="list-style-type: none"> Research what it was like for children in a given period of history, presenting findings to an audience <p>Science</p> <p>Light</p> <ul style="list-style-type: none"> I can describe what dark is (the absence of light). I can explain that light is needed in order to see. I can explain that light is reflected from a surface. I can explain and demonstrate how a shadow is formed. I can explore shadow size and explain. I can explain the danger of direct sunlight and describe how to keep protected. <p>All Living Things (Year 4)</p> <ul style="list-style-type: none"> I can recognise that environments can change. I can recognise dangers which living things can face. I can think about changes in my local environment. <p>Animals, including humans (Year 4)</p> <ul style="list-style-type: none"> I can identify the different types of teeth and describe their function. I can describe the function of parts of the digestive system. I can construct and interpret food chains. I can explain what is meant by a producer, predators and prey. <p>PE</p> <p>Athletics</p>
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	<ul style="list-style-type: none"> • I can associate the position of a switch with whether a bulb with light or not. • I can recognise common conductors and insulators. <p>States of Matter (Year 4)</p> <ul style="list-style-type: none"> • I can compare and group materials according to whether they are solids liquids or gases. • I can observe that some materials can change state. • I can measure the temperature at which changes happen in degrees Celsius. • I can identify the role of condensation and evaporation in the water cycle. <p>PE Dance</p> <ul style="list-style-type: none"> • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group. • I can repeat, remember and perform phrases. <p>Gymnastics</p> <ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect performance. • I can compare and contrast gymnastic sequences. <p>.</p> <p>SMSC</p> <ul style="list-style-type: none"> - To talk and write about their opinions, and explain their views, on issues that affect themselves and society 	<ul style="list-style-type: none"> • I can use classification grids to group and identify living things in the local environment. <p>PE Games</p> <ul style="list-style-type: none"> • I can throw and catch with control. • I am aware of space and use it to support team-mates and to cause problems for the opposition. • I know and use rules fairly <p>SMSC</p> <ul style="list-style-type: none"> - To talk and write about their opinions, and explain their views, on issues that affect themselves and society - To face new challenges positively by collecting information, looking for help, making responsible choices and taking action <ul style="list-style-type: none"> - To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences - To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view - To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships <p>R.E. Unit 2.3 Worship and Sacred Places</p>	<ul style="list-style-type: none"> • I can run at fast, medium and slow speeds; changing speed and direction. • I can take part in a relay, remembering when to run and what to do. <p>Outdoor and adventurous</p> <ul style="list-style-type: none"> • I can follow a map in a familiar context. • I can use clues to follow a route. • I can follow a route safely <p>SMSC</p> <ul style="list-style-type: none"> • To talk and write about their opinions, and explain their views, on issues that affect themselves and society • To face new challenges positively by collecting information, looking for help, making responsible choices and taking action • To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences • To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view • To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships <p>RE Unit 2.4 Inspirational people from the past</p> <p>The children will be finding out what we can learn from inspiring people in sacred texts and in</p>
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	<p>- To face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p> <p>- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences</p> <p>-To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p>- To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships</p> <p>.</p> <p>RE</p> <p>- To be able to understand the importance of prayer to Christians and Muslims.</p> <p>-To identify similarities and differences between Christians' and Muslims' approaches to prayer.</p> <p>-To explore how Christians' lives are impacted by their beliefs.</p> <p>-To know the Christian creation story.</p> <p>-To understand the significance of Christmas to Christians.</p> <p>DT and Art</p> <p>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p> <p>to master techniques: Collage</p> <p>Select and arrange materials for a striking effect.</p> <ul style="list-style-type: none"> • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<p>To explore the question 'where, how and why do people worship'.</p> <p>To pursue an enquiry into local places of worship, and beliefs about worship.</p> <p>To look at the meanings of symbols and actions used in worship and relate those to teachings from the religions of Christianity, Hinduism and Islam.</p> <p>To consider what happens in holy buildings, looking at architecture, furniture and uses of churches, mandirs and mosques to express the community's way of life, values and beliefs.</p> <p>To discuss and present their own ideas and others' views on the challenges of different kinds of religious belonging in Nottinghamshire today.</p> <p>DT and art</p> <p>Master practical skill: Materials</p> <p>Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.</p> <p>to master techniques: Printing</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<p>the history of religions, through the study of Christianity and Judaism.</p> <ul style="list-style-type: none"> • To explore the lives of key religious people in Christian and Jewish stories, such as Abraham, Moses, Esther and the teachings from the Gospels on the life of Jesus, describing the challenges they faced, and commitments by which they lived. • To consider how the meanings of stories of great leaders are expressed in contemporary ways through sacred writing, poetry, films, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories <p>DT and Art</p> <p>Food</p> <p>Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p> <p>Painting</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.</p>
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Coverage check list	English Maths Science History Geography Art D&T Music P.E. ICT R.E. SMSC Outdoors Local Community Wider World	English Maths Science History Geography Art D&T Music P.E. ICT R.E. SMSC Outdoors Local Community Wider World	English Maths Science History Geography Art D&T Music P.E. ICT R.E. SMSC Outdoors Local Community Wider World