



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 3



<u>Spring Term</u> Values: Spring Term 1 -Tolerance Spring Term 2 – Calmness		<u>SMSC</u> <u>Spiritual, moral,</u> <u>social and</u> <u>cultural</u>	<u>Fundamental</u> <u>British Values</u>	<u>Safeguarding</u>
<u>Weekly Lessons</u>				
Poetry	Link poetry to narrative themes- use this to develop vocabulary and rich language.	Social - contrast to look for clues in the text that will explain the social situation in the poem.		
Narrative	Text: Stig of the Dump, Clive King (Warning narrative) Text: Stone Age Boy, Satoshi Kitamura (Lost and Found narrative)	Cultural changes over time – contrast between Stig’s expectations and Barney’s. Moral – Exploring whether it is ever right to ignore rules and the consequences of doing this.	Rule of law – rules are there for a reason and to be followed. To understand that all actions have consequences, positive or negative.	Stig of the Dump: Stranger danger – the importance of not talking to strangers. Following instructions to stay safe.
Non-Narrative	Information Text – Stone Age, Discussion Text- Reduce, Recycle, Reuse	Social – how can people combat waste and littering in the environment?	Individual liberty - To know that everyone has rights and responsibilities,	When discussing reusing, reducing and recycling materials, pupils need to



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 3



		Moral – exploring the consequences of littering and how this affects the environment.	relating back to the treatment of the environment.	understand that litter picking and environmental activities should be completed under adult supervision to prevent them from picking up anything dangerous.
Maths	Effective Maths Geometry Money and decimals Place value Addition and subtraction Multiplication and division Fractions Statistics	Social – partner work, developing social skills when collaborating with others.	Mutual respect – accepting that we will not agree with everyone all of the time but we need to respect their answers and try to work as a team.	
Science	Rocks and Minerals To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rocks and organic matter.	Social – working within a team to investigate the properties of different rocks (including the rock’s permeability). Working within a team to find different	Rule of law – understanding that the rules in place in the school when completing science investigations are there to protect pupils and keep them safe.	Safety to be discussed with pupils when using any equipment.



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 3



		solutions to scientific questions.		
RE	<p>Faith Founders</p> <p>To identify key events in the lives of faith founders. To give examples of the teaching of faith founders. To reflect on the impact of the founders on those around them. To express thoughts and feelings about why the teaching of a faith founder influences followers. To give examples of beliefs and values from different faiths and consider how they influence rules for living. To consider the beliefs, values and rules in their lives which may be similar to religious rules.</p>	<p>Cultural and spiritual – exploring different cultures and beliefs (particularly focusing on Christianity and Islam).</p> <p>Comparing these beliefs to our own.</p> <p>Social – acceptance and engagement with the fundamental British values, including mutual respect and tolerance.</p>	<p>Mutual respect – we cannot agree with everyone all of the time.</p> <p>Tolerance of those with different beliefs – there are a wide range of beliefs in society, many of which may differ to our own.</p>	<p>Ensuring that the language we use when discussing other people’s beliefs is sensitive and respectful.</p>
Computing	<p>Online Safety</p> <p>To have a good understanding of some of the issues they may encounter online and who to talk to. To follow a simple search to find specific information from a web site safely. To navigate a web page to locate specific information.</p>	<p>Social – to work collaboratively to find solutions to software-based problems,</p>	<p>Rule of law – understanding that the rules in place in the school and in society when</p>	<p>E-safety when working online.</p> <p>Discuss how to log onto the school IT</p>



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 3



	To understand a website has a unique address.		using technology are there to protect people and keep them safe from harm.	equipment safely and who to talk to if something goes wrong.
French	<p>Language Angels Animals To learn five animal words in French. To revise the five animals from last week and learn the next five animals in French. To consolidate and retain all ten nouns. To learn how to write the animals vocabulary by looking closely at the spellings. Extend vocabulary by introducing je suis and animal. To revise all language covered so far and complete assessment.</p> <p>Fruit To learn how to name and remember the first five fruits in French. To learn the next five French nouns for fruits. To move from singular noun to plural noun and consolidate all ten fruits in French. To learn a simple opinion on fruits using “J’aime...” (“I like...”) plus a fruit. To consolidate all ten nouns for fruits and add a new opinion. To revise all language covered and complete assessment.</p>	Cultural – showing a willingness to participate and respond positively to the opportunity of learning a new language.	Tolerance – developing a tolerance and understanding of the French culture.	
PE	<p>Rising Stars Curriculum</p> <p>Throwing and catching To consolidate and develop a range of skills in fielding and striking. To develop and investigate different ways of throwing and to know when it is appropriate to use them. To practice the correct technique for catching a ball and to use it in a game. To practice the correct batting technique and to use it in a game situation. To practice the correct technique for fielding and to use it in a game situation. To strike a ball for distance. To know how to play a striking and fielding game competitively and fairly.</p> <p>Cool Core!</p>	Social – working within a team to develop their skills and fitness levels.	Rule of law – understanding that the rules in place in the school when taking part in sports activities are there to protect pupils and keep them safe.	<p>Safety when using sports equipment.</p> <p>Understanding healthy lifestyles and physical fitness.</p> <p>Identify some links between</p>



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 3



	<p>To improve core strength and agility and to understand why they are important. To link core strength and agility activities together in an appropriate way. To perform some core strength movements with accuracy. To understand how hula-hooping activities improve core strength. To develop activities into a circuit in order to improve fitness levels. To improve the scores of skills learned.</p>		<p>Individual liberty – To know that we need to work within boundaries to make safe choices, particularly in team games.</p> <p>Mutual respect – to work together to help one another.</p>	<p>physical and mental health.</p>
<p>PSHE</p>	<p>Dreams and Goals (Spring 1) To tell you about a person who has faced difficult challenges and achieved success. To identify and dream/ambition that is important to me. To face new challenges and work out the best way to achieve them. To recognise obstacles that might hinder my achievement and take steps to overcome them. To evaluate my own learning process and identify how it can be better next time.</p> <p>Healthy Me (Spring 2) To understand how exercise affects my body and know why my heart and lungs are important organs. To tell someone about my knowledge and attitudes towards drugs. To identify things, people and places that I need to keep safe from and to tell someone some strategies for keeping myself safe, including who to go to for help. To understand how complex the body is and how important it is to take care of it.</p>	<p>Social – Being able to work within a team and individually to overcome obstacles.</p> <p>Social – Discuss the concept that all medicines are drugs but that not all drugs are medicines.</p>	<p>Mutual respect – working together to overcome obstacles.</p> <p>Rule of law – there are laws surrounding the use of drugs.</p> <p>There are guidelines about the amount of exercise that should take place in school.</p>	<p>Being able to discuss any problems with a trusted adult to avoid problems building up.</p> <p>Discuss that medicines should be taken on advice of a doctor with grown-up supervision.</p>



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 3



			To understand that all actions have consequences, positive or negative.	
Theme Lessons	Stone Age Rocks! (6 weeks)			
Objectives: History	<p>Stone to Iron age To identify changes in Britain from the Stone Age to the Iron Age. To use dates related to the passing of time during these periods. To have some awareness of the different periods of the past. To identify and give reasons for different ways in which the past is represented. To communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode.</p>	<p>Social – to understand social changes in this time, focusing on the change from a nomadic existence to the development of settlements.</p>	<p>Rule of law – to understand that the laws change over time so our laws and behavioural expectations might not match up to those of the past.</p>	<p>Safety when completing practical activities at Murton Park to be discussed with pupils.</p>
Art	<p>Cave paintings To draw with some scaling accuracy from observation adding colour, shade and texture. To use a sketchbook for different purposes, including recording observations, planning and shaping ideas. To take time to reflect (annotations in their sketchbooks) upon what they like and dislike about their work in order to improve it.</p>	<p>Moral – to understand that nomadic people kept few possessions but crime increased as people began to settle and keep livestock and other possessions.</p> <p>Cultural – showing a</p>		



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 3



		willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.		
Theme	Commonwealth Week (1 week)			
Objectives History Geography	To identify when the Commonwealth is using basic terms relating to time. To identify where the Commonwealth is in basic terms.	Cultural – to develop and understanding of what the commonwealth is and some of the different cultures within it.	Tolerance – to develop a tolerance and understanding of different cultures.	
Theme	Science week (1 week)			
Objectives Science History	To research two famous scientists and their contribution to science. To study the lives of significant individuals.	Cultural – to consider the academic achievements of two famous scientists and the impact of their work on society. To develop a willingness to participate in and respond positively to	Individual liberty – understanding that all people have the right to choose their own careers (challenging stereotypes).	



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 3



		artistic, musical, sporting and cultural opportunities.		
Theme Lessons	Stone Age Rocks! (2 weeks)			
Objectives: History	<p>Stone to Iron age To identify changes in Britain from the Stone Age to the Iron Age. To use dates related to the passing of time during these periods. To have some awareness of the different periods of the past. To identify and give reasons for different ways in which the past is represented. To communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode.</p>	<p>Social – to understand social changes in this time, focusing on the change from a nomadic existence to the development of settlements.</p> <p>Moral – to understand that nomadic people kept few possessions but crime increased as people began to settle and keep livestock and other possessions.</p> <p>Cultural – showing a willingness to participate in and</p>	<p>Rule of law – to understand that the laws change over time so our laws and behavioural expectations might not match up to those of the past.</p>	<p>Safety when completing practical activities at Murton Park to be discussed with pupils.</p>



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 3



		respond positively to artistic, musical, sporting and cultural opportunities.		
Theme	Fantastic beasts and what to feed them! (2 week)			
Objectives Science DT	As noted above. Pneumatic animals To explain what ‘pneumatics’ are and where they might be used in everyday life. To design a pneumatic toy (animal focus). To select the necessary tools and materials when making the moving animal. To evaluate their design in relating to the design success criteria.	Social – problem-solving with peers when creating design criteria and a finished product.	The Rule of Law – understanding and abiding by rules to keep safe when creating the finished product.	Safety when using tools.
Additional Enrichment	Community Project: Raising money for Sports Relief. Activity Passport: Learn about a new religion. Visits/visitors: Murton park. Life Skills: How to calculate change from an amount of money, to be able to type using a keyboard. Experience/launch: Taking part in a charity event (Sports Relief) Outdoor Learning: Murton Park. Challenging Stereotypes: Equality regardless of religious beliefs. Positions of Responsibility: Eco team members, cloakroom monitors.	CP: Moral – investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Social – positive aspects of taking part in a	Mutual respect of other people despite differences. Tolerance of other people’s beliefs, especially when discussing Christianity and Islam. Rule of Law – Eco team representatives to monitor pupils	Murton Park trip: Appropriate behaviour when on school visits to be discussed, as well as appropriate clothing suitable for the weather.



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 3



		collective charity event.	are following school rules when disposing of rubbish and recyclable materials.	
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