



Burlington Junior School – Curriculum Long Term Plan - Summer 2019/2020: Year 3



| <u>Summer Term</u> Values: Summer Term 1 - Kindness Summer Term 2 – Responsibility | | <u>SMSC</u> <u>Spiritual, moral,</u> <u>social and</u> <u>cultural</u> | <u>Fundamental</u> <u>British Values</u> | <u>Safeguarding</u> |
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| <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: Escape from Pompeii, Christina Balit (Conquer the Monster narrative) Text: The Iron Man, Ted Hughes (Meeting tale) | Social – How do the characters work together to escape the eruption? How does it affect them? Moral – is there a moral obligation to help people who are suffering as a result of natural disasters? Cultural – showing an understanding of the problems faced in other parts of the world. | Rule of law – how does the law try to protect people from the effects of natural disasters? (For example, earthquake drills, building standards etc.) | Escape from Pompeii: Discuss how people need to follow rules and routines when something unexpected and dangerous happens (fire drills, earthquake drills.) The Iron Man: Stranger danger – the importance of not talking to strangers. |
| Non-Narrative | Explanation text linked to natural disasters, Newspaper report (strange giant seen on cliff top) | Social – what is the purpose of | Mutual respect – The reporter is | Pupils to discuss what safety |



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| | | <p>newspapers in the local community? How else is important news communicated?</p> <p>Cultural – which communities are largely affected by natural disasters?</p> | <p>commenting on a stranger to the community who has caused fear because they are unknown to others. Discuss how all people should be treated with mutual respect regardless of differences.</p> | <p>measures are needed in the immediate aftermath of a natural disaster. From a more local point of view, how could we help people if there was an accident whilst keeping ourselves safe?</p> |
| Maths | <p>Effective Maths Place value Calculation Money and decimals Length, Height and Perimeter Patterns and Relationships Mass and Volume</p> | <p>Social – partner work, developing social skills when collaborating with others.</p> | <p>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.</p> | |
| Science | <p>Animals, including Humans To identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat. To identify that animals, including humans, have skeletons and muscles for support, protection and movement.</p> <p>Plants To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To 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 To investigate the way in which water is transported within plants.</p> | <p>Social – working within a team to explore different fitness activities linked to exploring how to strengthen muscles and skeletons.</p> <p>Working within a team to find different solutions to scientific questions.</p> | <p>Individual Liberty – Discuss how everyone has a right to choose their own diet but that they have a responsibility to make informed choices to protect their health.</p> <p>Mutual Respect – Discuss how everyone should</p> | <p>Safety to be discussed with pupils when using any equipment or exploring different fitness activities linked to exploring how to strengthen muscles and skeletons.</p> <p>Safety and allergy checks when in the garden, discussing</p> |



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| | To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | respect other people’s choices regarding their diet, regardless of our own beliefs (carnivore, vegetarian, vegan). | not picking unknown plants etc. |
| RE | <p>Encounters</p> <p>To describe some different ways that people communicate with their God. To describe the uses of sacred places, symbols and artefacts by believers and the community. To compare activities at different places of worship. To consider the meaning of different forms of religious worship. To share thoughts and feelings about sacred spaces and their use. To explain how activities at local places of worship create a sense of community.</p> | <p>Cultural and spiritual – exploring different cultures and beliefs.</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> | Ensuring that the language we use when discussing other people’s beliefs is sensitive and respectful. |
| Computing | <p>E-mail</p> <p>To open and respond to an email. To write an email to someone using an address book. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario.</p> <p>Spreadsheets</p> <p>To produce work using a computer, using more advanced features of programs and tools. To work collaboratively to create documents, including simple presentations.</p> | <p>Social – to work collaboratively to explore problems related to e-mails, spreadsheets and databases.</p> <p>Social – to understand the purpose of e-mail in the wider community.</p> | <p>Rule of law – to understand that the rules in place in the school and in society when using technology are there to protect people and keep them safe from harm.</p> | <p>To discuss e-safety when working online, in particular when contacting people through e-mail.</p> <p>To understand that people may not be who they say they are when</p> |



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| | <p>Databases To understand the basic structure of a database. To add data to a pre-made database. To use the data in a pre-made database to generate graphs and charts. To use technology to create graphs and charts.</p> | <p>To understand how databases are used to share relevant information with other people.</p> | | <p>communicating with them online. To understand who to talk to if something goes wrong when communicating with people online.</p> |
| <p>French</p> | <p>Language Angels Petit Chaperon Rouge To sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. To use picture and word cards to recognise and retain key vocabulary from the story. To name and spell at least three parts of the body in French as seen in the story.</p> <p>Je Peux To recognise some common French verbs/activities. To use these verbs to convey meaning in English by matching them to their appropriate picture. To use these verbs in the infinitive with ‘Je peux.’</p> | <p>Cultural – showing a willingness to participate and respond positively to the opportunity of learning a new language.</p> | <p>Tolerance – developing a tolerance and understanding of the French culture.</p> | |
| <p>PE</p> | <p>Rising Stars Curriculum Invasion Games To be aware of others when playing games. To choose the correct skills to meet a challenge. To perform a range of actions, maintaining control of the ball. To perform a range of catching and gathering skills with control. To master the basic catching technique. To catch with increasing control and accuracy To master the basic throwing technique. To throw and hit a ball in different ways (e.g. high, low, fast or slow). To apply skills and tactics in small-sided games. To identify and follow the rules of games.</p> | <p>Social – working within a team to develop their skills and fitness levels.</p> | <p>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. Individual liberty – To know that we need to work</p> | <p>Safety when using sports equipment. Understanding healthy lifestyles and physical fitness. Identify some links between physical and mental health.</p> |



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| | <p>To choose and use simple tactics to suit different situations. To react to situations in ways that make it difficult for opponents to win.</p> <p>Active Athletics To run in different directions and at different speeds, using a good technique. To improve throwing technique. To reinforce jumping techniques. To understand the relay and passing the baton. To choose and understand appropriate running techniques. To compete in a mini-competition, recording scores.</p> <p>Multi-skills To change and maintain centre of balance. To develop co-ordination whilst moving an object. To demonstrate agility by being able to twist and turn and change direction. To practise co-ordination and moving with others. To use co-ordination skills to move an object. To use all ABC skills learned so far, to the best of your ability.</p> <p>Outdoor Adventurous Activities To develop the range and consistency of their skills and work with others to solve challenges. To choose and apply strategies and skills to meet the requirements of a task or challenges. To describe and evaluate their own and others’ performances, and identify areas that need improving.</p> | | <p>within boundaries to make safe choices, particularly in team games.</p> <p>Mutual respect – to work together to help one another.</p> | |
| <p>PSHE</p> | <p>Relationships (Summer 1) To explain how some of the actions and work of people around the world help and influence my life. To show an awareness of how this could affect my choices.</p> <p>Changing Me (Summer 2) To identify how boy’s and girl’s bodies change during the growing up process.</p> | <p>Social – To understand why our interactions with others are important.</p> <p>Social – To understand how our interactions</p> | <p>Mutual respect – working together whilst respecting differences.</p> <p>Individual Liberty/ Rule of Law – to understand that we have a choice over</p> | <p>Being able to discuss any problems with a trusted adult to avoid problems building up.</p> |



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| | <p>To recognise how I feel about these changes happening to me and know how to cope with these feelings. To start to recognise stereotypical ideas I might have about parenting and family roles.</p> | with others can affect ourselves and other people. | how we behave and that rules in society try to guide us in the right direction. | |
| Theme Lessons | Let's Get Ready to Rumble! (5 weeks) | | | |
| Objectives Geography | <p>To describe and understand key aspects of physical geography, including volcanoes and earthquakes. To explain how and why volcanoes erupt using key vocabulary. To explain how and why earthquakes occur using key vocabulary. To identify common locations of volcanic eruptions and earthquakes throughout the world. To compare the United Kingdom to a country that experiences volcanic eruptions and earthquakes.</p> | <p>Social – to understand social implications of natural disasters. Moral – to discuss ways that different countries try to limit the after effects of volcanic eruptions and earthquakes.</p> | <p>Rule of law – how does the law try to protect people from the effects of natural disasters? (For example, earthquake drills, building standards etc.)</p> | <p>Safety when using tools and materials to make an erupting volcano.</p> |
| DT | <p>To design an erupting volcano. To select appropriate tools when making an erupting volcano. To apply appropriate techniques when making an erupting volcano. To evaluate the initial design, explaining which features were successful and identifying which features could have been improved. To explain how the reaction between different substances creates an 'eruption'.</p> | <p>Cultural – showing an understanding of the problems faced in other parts of the world.</p> | | |
| Theme | India (4 weeks) | | | |
| Objectives Geography | <p>To describe simply where places are beyond the local area. (India in relation to the UK)</p> | <p>Cultural – to develop and understanding of where India is and some of the different cultures within it.</p> | <p>Tolerance – to develop a tolerance and understanding of different cultures.</p> | |
| RE | <p>To compare activities at different places of worship.</p> | | | |
| Art | <p>Hindu art To experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> | | | |



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| | To select appropriate size brushes for the scale and nature of the task. To revise primary and secondary colours and colour mixing. To mix and use tints and shades. | | | |
| Theme | Going for Gold (3 weeks) | | | |
| Objectives | History Olympic movement, founding individuals and how it is represented. To study change through the lives of significant individuals. To ask and answer questions. To identify some of the ways in which the past is represented. | Social/Cultural – to consider the development of the Olympic movement and its affect on the wider society. | Tolerance/Mutual Respect – focus on these when discussing other cultures. | |
| Geography | To describe simply where places are beyond the local area. (Greece in relation to the UK) | Cultural – to develop and understanding of where India is and some of the different cultures within it. | | |
| Additional Enrichment | Community Project: Caretaking for the school field. Activity Passport: Grow a plant, eat something I have grown. Visits/visitors: Farmer Tom, Trip to Tesco (food sources hunt) Life Skills: Gardening skills. Experience/launch: Growing their own food. Outdoor Learning: Trip to Tesco (food sources hunt), growing plants in the school garden Challenging Stereotypes: Equality and respect for all sports personalities, gender equality, tolerance to other people’s beliefs. Positions of Responsibility: Watering plants, class mentors | CP: Moral – investigating the responsibilities of all people to preserve the environment. Social – Working together to complete the school community project. | Mutual respect of other people despite differences. Tolerance of other people’s beliefs and cultures. Rule of Law – do our laws affect how we care for our environment? | Tesco trip: Appropriate behaviour when on school visits to be discussed, as well as appropriate clothing suitable for the weather. What health and safety measures are needed when growing our own food? |



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