



Burlington Junior School – Curriculum Long Term Plan – Autumn 2020/2021: Year 3



<u>Autumn Term</u> Values: Autumn Term 1 – Resilience Autumn Term 2 – Respect		<u>SMSC</u> Spiritual, moral, social and cultural <u>Fundamental British Values</u>	<u>RSE</u> Relationship and Sex Education	<u>Safeguarding</u>
English 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.	Themes covered: Caring Friendships; Respectful Relationships.	
Narrative	Text: Amazing Grace, Mary Hoffman (Wishing Tale) Text: The Lion, the Witch and the Wardrobe, C. S. Lewis (Portal Story)	Spiritual – The Lion, the Witch and the Wardrobe: What did the children learn about themselves as they travelled through Narnia? Moral – Amazing Grace: How should Grace’s friends have treated her? Did they do this? How did Grace feel? The Lion, the Witch and the Wardrobe: Was Edmunds trick on Lucy fair? Was the White Witch’s treatment of her subjects fair? Why? Social - Amazing Grace: Did Grace’s friends want to include her in the play? Why? The Lion, the Witch and the Wardrobe: Was the conflict resolved successfully? What else could the characters have done?	Themes covered: Being Safe; Respectful Relationships; Mental Wellbeing. In particular, the focus will be on challenging gender stereotypes and inequality. Amazing Grace: Was is right for Grace to be told she could not take part because she was a girl and because she was black? Why? How should she have been treated? How would you react if somebody told you that you could not join in?	Seeking help: Amazing Grace – Who could Grace have spoken to if she felt upset? Who would you talk to if you were in Grace’s situation? Why?



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		<p>Cultural – Amazing Grace: What did Grace learn about her Grandma’s culture?</p> <p>Rule of Law – The Lion, the Witch and the Wardrobe: Did everyone follow the White Witch’s laws? How do you know? Were her laws fair? Why?</p> <p>Democracy – The Lion, the Witch and the Wardrobe: Was Narnia run as a democracy? How do we know? How would you describe the White Witch’s rule?</p> <p>Individual Liberty – The Lion, the Witch and the Wardrobe: Were the creatures in Narnia given the chance to make individual choices and to think for themselves?</p> <p>Mutual Respect – Amazing Grace: Were Grace’s friends respectful to her when she wanted to audition? The Lion, the Witch and the Wardrobe: Were the siblings respectful to each other? Were the creatures in Narnia? How do you know?</p>	<p>The Lion, the Witch and the Wardrobe: Did the White Witch behave in an inclusive way? Did she celebrate difference?</p>	<p>The Lion, the Witch and the Wardrobe – Stranger danger. Was Lucy wise to talk to Mr Tumnus? Why? What should Edmund have done when the White Witch approached him? Why? Should you explore an unknown place alone or without telling anybody? Why?</p>
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		Tolerance of those of difference faiths and beliefs - The Lion, the Witch and the Wardrobe: Was the White Witch tolerant to those with different beliefs?		
Non-Narrative	<p>Autumn 1: Persuasive Text</p> <p>Autumn 2: Instructional Text</p>	<p>Social: First persuasive text to focus on persuading people to follow a particular career. What careers are available to us? How will this affect our standard of living? How will this career ensure people contribute to society?</p> <p>Moral: One part of the final persuasive text should focus on how to be a more responsible person.</p> <p>Mutual Respect: How respect is linked to being a polite, responsible person.</p>	Themes covered: Being Safe; Respectful Relationships.	Instructional text: Instructions are given for a reason. This is usually to keep us safe so they need to be followed carefully.
Maths	<p>Effective Maths Bridging Unit</p> <p>Place Value To read/write numbers to 400 in numerals. To read/write numbers to 400 in words. To count forwards in steps of four to 120. To count forwards in steps of four to 120. To</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p>	Social – Cooperation when completing shared tasks.		



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<p>Science</p>	<p>Forces To compare how things move on different surfaces (in particular, focus on the friction of wheels and surfaces in respect of planes taking off). To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance To observe how magnets attract or repel each other. To 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. To describe magnets as having 2 poles. To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Light To recognise that they need light in order to see things. To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a light source is blocked by a solid object.</p>	<p>Social – working with others to different forces. Working with others to find different solutions to scientific questions.</p> <p>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.</p>	<p>Themes with each unit cover: Being Safe; Health and Prevention (in relation to sunlight).</p>	<p>Safety to be discussed with pupils when using any equipment – social distancing measures to be incorporated into this.</p>
<p>RE</p>	<p>Remembering To consider why personal artefacts are meaningful. To describe the ways in which people of faith have demonstrated forgiveness and reconciliation. To compare the experiences of different people participating in a religious festival or celebration. To consider the positive aspects of participating in religious celebrations. To describe and show understanding of links between stories, beliefs and practices of faith communities. To give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities.</p>	<p>Spiritual: Pupils should also reflect on which festivals are important to them and whether there are any parallels with other people’s beliefs.</p> <p>Social: Why do people gather for celebrations? How might they feel? Discuss the current situation and how these gatherings may be affected.</p>	<p>Themes covered: families and People who Care for Me; Respectful Relationships.</p>	<p>Ensuring that the language we use when discussing other people’s beliefs is sensitive and respectful.</p>



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		<p>Cultural: Do we all celebrate the same events? Why? Why not? What is the purpose of these gatherings? What are people trying to remember or celebrate? Will cultural gatherings look the same in the current climate?</p>		
Computing	<p>Online Safety To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience. To consider if what we read on websites is true. To think about why these sites might exist and how to check that the information is accurate. To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</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 using technology are there to protect people and keep them safe from harm.</p>	<p>Themes covered: Online Relationships; Respectful relationships; Being Safe; Internet Safety and Harms.</p>	<p>E-safety when working online.</p> <p>Discuss how to log onto the school IT equipment safely and who to talk to if something goes wrong.</p>
French	<p>Autumn 1 - Core Vocabulary and Phonetics To identify and use:</p> <ul style="list-style-type: none"> - the key sounds of the French alphabet and an example for each letter French accents. - the four main French accents and how they affect pronunciation French letter strings. - the five main French letter strings and their pronunciation French nasal sounds. - the four main French nasal letter patterns with their nasal pronunciation. <p>Autumn 2 - I am learning French! To pinpoint France on a map of the world. To highlight other famous French cities. To talk about other countries where French is spoken.</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>Themes covered: Respectful Relationships.</p>	



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	<p>To say their name and how they are feeling in French. To count to ten in French.</p>			
<p>PE</p>	<p>Gymnastics To be able to jump with a stable, safe landing. To try different ways of jumping. To be able to land safely when jumping from a bench. To use other skills learned to vary jumps. To link jumps into sequences. To use a different stimulus to create a sequence. To use all skills learned in previous lessons to develop a sequence. To analyse my own and others' performance.</p> <p>Dance To count beats and change direction while dancing. To keep count and tempo while dancing. To develop African dance steps with clarity and rhythm, using own ideas. To maintain a consistent tempo throughout the dance, using counting. To learn how to work co-operatively with others to create a new dance. To learn how to tell a story using dance. To devise African style dance steps and patterns.</p> <p>Brilliant Ball Skills To dribble a ball with greater control. To roll or throw a ball at a target with accuracy. To develop the ability to control a ball while moving, throwing and catching it. To anticipate the ball and have the hands ready to catch. To accurately stop the ball in the hands. To be ready to react quickly once the ball has been caught. To develop the underarm throwing technique and introduce the overarm throw. To demonstrate good catching techniques. To demonstrate good throwing techniques. To demonstrate good control of the ball and body.</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.</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>Themes covered: Respectful Relationships; Mental Wellbeing; Physical Health and Fitness.</p>	<p>Health and hygiene guidelines to be followed in light of the current situation.</p> <p>Safety when using any sports equipment.</p> <p>Identify some links between physical and mental health.</p>



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<p>PSHE</p>	<p>Being Me in My World – Autumn 1 To recognise my worth and identify positive things about myself and my achievements. To set personal goals. To value myself and know how to make someone else feel welcome and valued. To face new challenges positively, make responsible choices and ask for help when I need it. To understand why rules are needed and how they relate to rights and responsibilities. To understand that my actions affect myself and others. To understand that my behaviour brings rewards/consequences. To make responsible choices and take action. To try to see things from different points of view.</p> <p>Celebrating Difference – Autumn 2 To understand that everybody’s family is different and important to them To understand that differences and conflicts sometimes happen among family members. To know what it means to be a witness to bullying. To know that witnesses can make the situation better or worse by what they do. To recognise that some words are used in hurtful ways. To tell you about a time when my words affected someone’s feelings and what the consequences were.</p>	<p>Spiritual – Why is respect and consideration needed when meeting someone with different beliefs and values?</p> <p>Moral – Do we need to think before we act? How do the consequences of our behaviour affect other people? Can we avoid affecting them in a negative way? Is it ever right to be a bystander?</p> <p>Social – How can we make other people feel valued and included? How can we intervene safely if somebody is being bullied?</p> <p>Cultural - Does everyone look the same? Do we all belong to the same culture? What different cultures might we encounter? (Also covers ‘Tolerance’ and ‘Mutual Respect’ aspects of Fundamental British Values.)</p> <p>Rule of Law – What is the purpose of rules and laws?</p>	<p>Themes with each unit cover: Families and people who care for me; Caring friendships; Respectful relationships; Being Safe.</p>	<p>Discussions based on being inclusive and how to intervene safely if someone is being bullied.</p>
<p>Theme Lessons</p>	<p>Local Heroes</p>			
<p>Objectives History</p>	<p>Autumn 1</p>	<p>Spiritual: How did William Wilberforce’s faith impact</p>	<p>Themes covered: Being Safe; Respectful Relationships.</p>	<p>Health and hygiene guidelines to be followed in</p>



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<p align="center">DT</p>	<p>The following objectives based upon learning relating to Amy Johnson and William Wilberforce:</p> <p>To show some awareness of the different periods of the past. (Focus on earlier decades.) To identify some of the differences and similarities between the periods. To find out about everyday lives of people in time studied. To compare the lives of these people with our life today. To identify reasons for and results of people’s actions. To understand why people may have had to do something. To study change through the lives of significant individuals. To distinguish between different sources and evaluate their usefulness. To look at representations of the period – museum, cartoons etc.</p> <p>Autumn 2</p> <p>To create a design that meets a range of requirements. To consider the equipment and tools needed when planning. To describe a design using an accurately labelled diagram and in words. To cut, then join textiles using a running stitch, over sewing or glue. To decorate using a range of items (buttons, sequins, beads and ribbons). To evaluate my finished product.</p>	<p>on his campaigns and charitable actions?</p> <p>Moral: Were the actions of the slave traders moral? Why? Why not?</p> <p>Social: How did Amy Johnson’s actions and career path impact on the local community? The wider community? In Wilberforce’s era, why were slaves considered a social normality?</p> <p>Mutual respect/Cultural/ Tolerance of those with different faiths and beliefs: In Wilberforce’s era, were people very tolerant, kind or compassionate towards other cultures? How do you know?</p> <p>Democracy: How did Wilberforce’s career in politics influence society?</p> <p>Rule of Law: What are the roles of a politician?</p> <p>Individual Liberty: How did Wilberforce attempt to help slaves regain their individual liberty?</p>	<p>In particular, the focus will be on challenging gender stereotypes and inequality</p>	<p>light of the current situation.</p> <p>Safety when using any DT equipment.</p>
<p>Theme</p>	<p>Being Me in My World</p>			



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<p>Objectives Art</p>	<p>Autumn 1 The following objectives based upon drawing and developing a self-portrait:</p> <p>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]. To create sketch books to record their observations and use them to review and revisit ideas. To draw with some scaling accuracy from observation adding colour, shade and texture. To experiment with different grades of pencil and other implements to create lines and marks. To begin to show objects having a third dimension and begin to draw objects to scale. To know about (and be able to describe) the work of some artists, craftspeople, architects and designers. 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>Social: Why were Warhol's exhibits successful? What did they depict?</p>	<p>Themes covered: Caring Friendships (focusing on recognising different emotions.)</p>	<p>Health and hygiene guidelines to be followed in light of the current situation when using Art equipment.</p>
<p>Theme</p>	<p>Local Area</p>			
<p>Objectives Geography</p>	<p>Autumn 2</p> <p>To locate the local area on an aerial image in relation to other places around it. To use an aerial image to describe the key physical and human features of the area. To use geographical language to describe places at different scales. To describe the distinctive human and physical features of the local area. To compare different perspectives on the local area. To develop enquiry questions about change in the local area. To use fieldwork to observe, measure and record a range of data on the human and physical features in the local area, using a range of methods. To find evidence of settlement and change in the local area. To use an Ordnance Survey map to identify local landmarks and features. To record the features of the local area using a sketch map.</p>	<p>Moral: How do human geographical features impact on the environment?</p> <p>Social: Does the local area have more physical or human geographical features? Why?</p> <p>Social: Why were Hockney's exhibits successful? What did they depict?</p> <p>Cultural: How do the human geographical</p>	<p>Themes covered: Being Safe.</p>	<p>Health and hygiene guidelines to be followed in light of the current situation when using Art equipment.</p>



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<p>Art</p>	<p>To compare different perspectives on the local area. To use maps as primary and secondary evidence. To understand processes of settlement and change in the local area. To use Ordnance Survey maps to build children’s knowledge of the local area.</p> <p>The following objectives based upon drawing and developing a landscape:</p> <p>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]. To create sketch books to record their observations and use them to review and revisit ideas. To draw with some scaling accuracy from observation adding colour, shade and texture. To experiment with different grades of pencil and other implements to create lines and marks. To begin to show objects having a third dimension and begin to draw objects to scale. To know about (and be able to describe) the work of some artists, craftspeople, architects and designers. 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>features reflect the culture in your local area?</p>		
<p>Additional Enrichment</p>	<p>Community Project: Litter picking in school</p> <p>Activity Passport: Light a candle, Use a sewing needle to practise stitches.</p> <p>Visits/visitors: Remembrance visit to the Bridlington Cenotaph.</p> <p>Life Skills: Threading a needle, using different stitches, identify some map symbols.</p> <p>Experience/launch: Remembrance visit to the Bridlington Cenotaph.</p> <p>Outdoor Learning: Remembrance visit to the Bridlington Cenotaph.</p>	<p>Remembrance Day Visit Spiritual: Is Remembrance Day a secular or religious event? Could it be both? Why?</p> <p>Moral: How does Remembrance Day help people reflect on the impact of different wars? Litter picking</p>	<p>Themes covered: Caring Friendships; Respectful Relationships</p>	<p>Litter picking – Not to ‘pop’ anyone else’s ‘bubble’, gloves to be worn and litter pickers to be used.</p> <p>Bridlington Cenotaph: Safety when crossing roads, stranger danger, not stroking unknown dogs etc.</p>



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	<p>Challenging Stereotypes: Challenging gender stereotypes.</p> <p>Positions of Responsibility: Sanitising station monitor, book monitor</p>	<p>Social: How does littering affect other people and the environment? What does 'anti-social' mean?</p> <p>Light a candle: Cultural: What does the candle represent in different religions? How is Hinduism similar to Christianity? How is it different?</p> <p>Mutual Respect: How can we show respect to those with beliefs that are different to ours?</p> <p>Tolerance of those with different faiths and cultures:</p>		<p>Health and hygiene guidelines to be followed in light of the current situation when using Art equipment, needles etc.</p> <p>Fire safety when lighting candles.</p>
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