

Lodge Farm Year Long Term Plan 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Narrative: The Journey by Aaron Becker</p> <p>Report: Dr Xargle's book of Earth Hounds by Jeanne Willis</p> <p>Narrative: The Paper Bag Princess by Robert Munsch</p> <p>Narrative: Mini Rabbit not Lost by John Bond</p>	<p>Recount: The True Story of the Three Little Pigs - Jon Scieszka</p> <p>Report: Stone Age boy by Satoshi Kitamura</p> <p>Poetry: A selection of poems by Pie Corbett</p>	<p><i>Non fiction: Atlas of Adventures</i></p> <p><i>Narrative: Fables - War and Peas by Michael Foreman</i></p> <p><i>Narrative: The Finger Eater by Dick King-Smith</i></p>	<p>Playscripts: The adventures of the dish and the spoon by Mini Grey</p> <p><i>Non chronological report: a range of non fiction based pirate books TBC</i></p>	<p>Units for the summer term are TBC depending on remaining coverage of objectives needed to be taught for children to achieve ARE.</p> <p>Report: Varmint by Helen Ward</p> <p>Narrative: Egyptian Cinderella by Shirley Climo</p>	<p>Poetry: The Magic Box by Kit Wright</p>
Class Text	<i>The Giraffe The Pelly and Me by Roald Dahl</i>		<i>The Finger Eater by Dick King Smith</i>		<i>The Faraway Tree by Enid Blyton</i>	
Guided Reading	<p><i>Throughout the year, all Guided Reading will focus on the following aspects to enable pupils to achieve ARE.</i></p> <p>Vocabulary: Give/explain the meaning of words in context</p> <p>Infer: Make inference from the text/ explain and justify using evidence from the text.</p> <p>Predict: Predict what might happen from the details stated and implied.</p> <p>Explain: Identify/explain how information / narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.</p> <p>Retrieve: Retrieve and record key information/key details from fiction and non-fiction.</p> <p>Summarise: Summarise main ideas from more than one paragraph.</p>					
Maths	<p>Assesment and revision: Place value of two digit numbers, Multiplication (2, 5 and 10 times tables) and devison</p> <p>Place value and number system: including introducing 3 digit and 4 digit numbers</p>	<p>Mental and written calculations: addition and subtraction</p> <p>Geometry: Properties of 2D and 3D shapes, angles and perimeters</p>	<p>Multiplication and division facts</p> <ul style="list-style-type: none"> • 3, 4 and 8 times tables. • Multiplications strategies • Division: 1, 2, 3, 5, 4 and 8 Times Tables • Multiplication and division worded problems <p align="center">Statistics</p>	<p>Fractions</p> <ul style="list-style-type: none"> • Finding halves, thirds and quarters of amounts • Ordering and comparing fractions • adding and subtracting fractions 	<p>Division</p> <ul style="list-style-type: none"> • Division Problem Solving - Sharing and Grouping • Division of two and three digit numbers <p align="center">Time</p> <ul style="list-style-type: none"> • Hours, Minutes, Seconds, Days, Weeks, Months, Years 	<p>Decimals</p> <ul style="list-style-type: none"> • place value of numbers with decimals <p align="center">Measures</p> <ul style="list-style-type: none"> • Measuring and problem solving <p>Geometry 3d shapes</p> <ul style="list-style-type: none"> • 3-D Shape Building and Identifying Properties

			<ul style="list-style-type: none"> Statistics - Interpreting Bar Charts and Tables Pictograms and scaled bar charts 	<ul style="list-style-type: none"> fraction problem solving Multiplication (written method) 	<ul style="list-style-type: none"> telling the time on analogue and digital clocks Further focus on multiplication and division and problem solving multiplication, division and fraction problems Long division 	
History	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> -Understand what Stone age people needed to survive. -Know how we understand the lives of the stone age people through excavations and artefact finding (Skara Brae) -Understand what prehistory is. -Understand the changes from the Stone Age to the Bronze Age to the Iron Age and how this impacted the lives of the people. 	<p>Where and when the first civilisations appeared and an in-depth study of Ancient Egypt</p> <ul style="list-style-type: none"> -Find out about Ancient Egyptian life by looking at artefacts -Understand what was important to people in Ancient Egyptian times -Understand and explain the Ancient Egyptian ritual of mummification -Understand how Ancient Egyptians communicated in writing and compare to our own. -Compare and contrast different Egyptian Gods 	<p>Ancient Greece- a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> -Explain how and why Empires happen -Understand the political system in Greece and compare to others and our own -Have an understanding of the Ancient Greek Olympics and compare to today -Find out about significant events during that time (Trojan war) -Have an understanding of the Greek Gods 			
Geography	<p><u>The UK</u></p> <p><i>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</i></p> <p><i>To locate the world's countries using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i></p> <p><i>To describe and understand key aspects of physical geography, including hills, mountains, coasts and rivers</i></p> <p><i>To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</i></p>	<p><u>The UK and the local area</u></p> <ul style="list-style-type: none"> -Describe where the UK is located and locate where they live in the UK using terminology such as north, south, east and west. -Know some of the names of nearby villages, towns and counties. -Recognise broad land use patterns of the UK. E.g. industrial, farming, transport, trade, recreational/ tourism. <p><u>World and Continents</u></p> <ul style="list-style-type: none"> -Locate some countries and their capital cities in Europe on a map or atlas. -Identify key physical and human characteristics of a region in a European country and compare with a region in the UK. 	<p><u>Map and atlas work</u></p> <ul style="list-style-type: none"> -Use an atlas and maps to locate the United Kingdom and the area they live in. -Use a map or atlas to locate some countries and capital cities in Europe. -Begin to use four-figure grid references. -Identify locations on a map using terminology such as north, south, east and west. <p><u>Fieldwork and Investigation</u></p> <ul style="list-style-type: none"> -Present information gathered in fieldwork using simple graphs. -Use the zoom function of a digital map to locate places. -Make sketch maps of areas using symbols and a key. 			

<p>Art</p>	<p>Monet <i>Colour - to discuss the effects of colour mixture</i> <i>Shape and pattern - to identify regular and irregular patterns</i> <i>Media- understanding the use of different media within art. For example charcoal, pencil, paint or oil pastels.</i> <i>Drawing - begin to make intense observations from the natural and made world around them.</i></p>		<p>Sculpture <i>Form - to use hand tools and adhesives to create models</i> <i>Drawing - begin to make intense observations from the natural and made world around them.</i> <i>Designing - recognise, reflect, modify and adapt the use of elements of art</i> <i>Responding to artefacts - to begin to show an awareness of the elements of art in art work and of different times and places.</i></p>		<p>Kandinsky <i>Colour - to discuss the effects of colour mixture</i> <i>Shape and pattern - to identify regular and irregular patterns</i> <i>Tone - to explore a range based in one colour</i> <i>Texture - to begin to show an awareness of the nature of surfaces and materials</i></p>	
<p>DT</p>	<p>Construction Design a functioning kite Create a design that meets a range of requirements. Consider the equipment and tools needed when planning. Describe a design using an accurately labelled diagram, and in words. Use a range of tools and equipment accurately. Measure, mark out, assemble and join materials and components with some accuracy Evaluate own and pre-existing products. Suggest what could be changed to improve a design, beginning to link this to the design brief. Know about movement of simple mechanisms such as levers and linkages.</p>		<p>Textiles Design an puppet decoration from one piece of fabric To know and understand the purpose of running stitch, backstitch and cross stitch. To know that a single fabric shape can make a 3D product. To use running stitch and backstitch to bond edges. To use cross stitch to decorate fabric. To select correct tools and equipment. To design, make and evaluate.</p>		<p>TBC depending on government guidelines. If food technology is not permitted/feasible this will be replaced with alternative project. Design and make a fruit granola</p> <ul style="list-style-type: none"> To use running stitch and backstitch to bond edges. To use cross stitch to decorate fabric. To select correct tools and equipment. To design, make and evaluate. To peel, chop, slice and grate ingredients. To select appropriate tools and equipment. To design, make and evaluate. 	
<p>Music</p>	<p><i>Violin will be taught to Year 3 by a specialist violin teacher throughout the year</i></p>	<p><i>Violin will be taught to Year 3 by a specialist violin teacher throughout the year</i></p>	<p><i>Violin will be taught to Year 3 by a specialist violin teacher throughout the year</i></p>	<p><i>Violin will be taught to Year 3 by a specialist violin teacher throughout the year</i></p>	<p><i>Violin will be taught to Year 3 by a specialist violin teacher throughout the year</i></p>	<p><i>Violin will be taught to Year 3 by a specialist violin teacher throughout the year</i></p>
<p>Science</p>	<p>Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>		<p>Animals including humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>		<p>Everyday materials distinguish between an object and the material from which it is made</p>	

	identify and describe the basic structure of a variety of common flowering plants, including trees.	identify and name a variety of common animals that are carnivores, herbivores and omnivores	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials		
Computing	<p style="text-align: center;">Coding</p> <ul style="list-style-type: none"> coding vocabulary if commands coding variables designing own code understanding what debugging is and why it is important 	<p style="text-align: center;">Touch typing</p> <ul style="list-style-type: none"> Typing terminology using either hand to type typing in different places on the page 	<p style="text-align: center;">Email</p> <ul style="list-style-type: none"> different methods of communicating writing an email, opening an email and replying safely using email adding an attachment 	<p style="text-align: center;">Branching database</p> <ul style="list-style-type: none"> sorting objects using yes and no questions putting together a class branching database Completing own branching database 	<p style="text-align: center;">Simulations</p> <ul style="list-style-type: none"> what is a simulation exploring, analysing and evaluating simulations <p style="text-align: center;">Graphing</p> <ul style="list-style-type: none"> Entering data in to a graph investigation and presenting the results in to a graph
PSHE	<p>Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p>Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p>	<p>Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p>Keeping safe: Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p> <p>Valuing difference: Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions</p>	<p>Rights and responsibilities: issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p>Taking care of the environment: taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p>		
RE	All RE learning in Year 3 is based around Christianity and Islam:				
	<ul style="list-style-type: none"> Reflect upon and make connections between their knowledge and understanding of some religions and worldwide views, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. 	<ul style="list-style-type: none"> Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect, compassion, recognising a range of viewpoints about identify and belonging. 	<ul style="list-style-type: none"> Explore shared human responsibility through enquiry and experience xpress personal reflections and curiosity about ultimate questions. 		

			<ul style="list-style-type: none"> Consider and discuss important issues and moral choices.
	<p>At the time of writing this (Autumn 2020) we are restricted by government guidelines for PE. This means the spring and summer term will TBC depending on whether gymnastics or dance can resume by then. Currently PE can only take place outside.</p>		
PE	<p>Games - Hockey</p> <p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p>	TBC	TBC
French	<p>Use simple greetings (e.g. saying hello and goodbye, saying how they are).</p> <p>Ask and answer simple questions about name and age.</p> <p>Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender).</p> <p>Use simple adjectives (e.g. colours).</p>	<p>Understand numbers 1-10 and be able to say, read and write them.</p> <p>Be familiar with the days of the week and be able to say them and recognise them in written form.</p>	<p>Use some simple verbs in the first person "I" form (e.g. I am and I play).</p> <p>Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.</p>