

# Cawston Church of England Primary Academy

## LONG TERM PLAN 2020-21 – Class (Year 3)

<b>Year</b>	<b>Autumn 1</b> 07.09.2020 – 21.10.2020 (6 Wks 3 Days)	<b>Autumn 2</b> 02.11.2020 – 18.12.2020 (7 Wks)	<b>Spring 1</b> 04.01.2021 – 12.02.2021 (6 Wks)	<b>Spring 2</b> 22.02.2021 – 26.03.2021 (5 Wks)	<b>Summer 1</b> 12.04.2021 – 28.05.2021 (7 Wks)	<b>Summer 2</b> 07.06.2021 – 21.07.2021 (6 Wks 3 Days)
<b>Theme</b>	<b>Wellbeing</b>	<b>The Rainforest</b>	<b>Set in Stone</b>	<b>Through the ages</b>	<b>Art on the Doorstep</b>	<b>Rotten Romans</b>
<b>Visits, Visitors, Special Days, Links</b>	Harvest Festival Black History (November)	Video link with Rainforest Guide Malaysia	Possible Memma the Cavewoman Prehistoric Experiences	Science Week World Book Day (Thursday 4 <sup>th</sup> March)	Possible Phil Daniels Visit	Olympic Games 2021/ School Sports Day Norwich Castle - Romans
<b>Class Book</b>	<i>PoR: <b>Here We Are</b> by Oliver Jeffers</i>	<i>PoR: <b>Jemmy Button</b> by Jennifer Uman</i>	<i>PoR: <b>Ug: Boy Genius of the Stone Age</b> by Raymond Briggs</i>	<i>Children’s Classic: <b>Stig of the Dump</b> by Clive King</i>	<i>PoR: <b>Belonging</b> by Jeannie Baker</i>  <i>Norfolk Folk Tales</i> by Hugh Lupton	<i>PoR: <b>The Miraculous Journey of Edward Tulane</b> by Kate DiCamillo</i>
<b>English</b>	<b>Narrative</b> Song lyrics  <b>Non-fiction</b> Posters News Desk Script  <b>Poetry</b> List Poem or Narrative Poem	<b>Narrative</b> Diary Writing  <b>Non-fiction</b> Discussion (balanced argument) Formal Letters  <b>Poetry</b> Free verse poetry	<b>Narrative</b> Comic Strip  <b>Non-fiction</b> Non-chronological report ( leaflets)  <b>Poetry</b> Shape poems	<b>Narrative</b> Fantasy story  <b>Non-fiction</b> Informal letters (persuasion)  <b>Poetry</b> Kennings	<b>Narrative</b> Realistic Fiction Folk Tale  <b>Non-fiction</b> Newspaper report  <b>Poetry</b> Traditional Other Cultures	<b>Narrative</b> Adventure Story  <b>Non-fiction</b> Recount Instructions  <b>Poetry</b> Riddles
<b>Handwriting</b>	<b>Letter formation:</b> Curly caterpillars Ladder letters One armed robots	<b>Ascenders and Descenders:</b> Letters that don’t join! Horizontal joins	<b>Common Exception Words</b>	<b>Spelling words</b>	<b>Spelling words</b>	<b>Spelling words</b>

	Zig-zag monsters Capital letters Numbers	Vertical joins 'S' shape joins 'e' joins				
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• <b>Nouns, Adjectives and Verbs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clause and subordinate clause</b></li> <li>• <b>Subordinate conjunctions.</b></li> <li>• Expressing time, place and cause using <b>conjunctions</b> (e.g. <i>when, before, after, while, so because</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using <b>adverbs</b> (e.g. <i>then, next, soon, therefore</i>).</li> <li>• <b>A or an</b> (e.g. <i>a rock, an open box</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Word families</b> based on common words, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the present <b>perfect form of verbs</b> instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>).</li> </ul>
<b>Punctuation</b>	Sentences punctuation: full stop, capital letter, question mark, exclamation mark.	Inverted commas to punctuate direct speech ( <i>speech marks</i> ).	Paragraphs – to group related material. Heading and sub-headings to aid presentation.	Inverted commas to punctuate direct speech ( <i>speech marks</i> ).	Paragraphs – to group related material. Heading and sub-headings to aid presentation.	Sentences punctuation: full stop, capital letter, question mark, exclamation mark.
<b>Spelling</b>	Suffixes: ing, ed, er and tion	Suffixes: tion and ly. Prefixes: un, dis, mis Prefixes: in, im, il and ir	ou sounding u, ow and oo. Ei, eight, ey sounding a. Letter strings: sure, ture, tch, sion. Irregular tense o to e Irregular tense change l to a.	Homophones	Prefixes: re, sub, inter, super, anti, auto	Common Exception words  Suffix: ous
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Perimeter</li> <li>• Statistics</li> <li>• Addition &amp; Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Time</li> <li>• 3D Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Fractions</li> <li>• Length, Mass &amp; Volume</li> </ul>	<ul style="list-style-type: none"> <li>• 2D and 3D shape</li> <li>• Addition and Subtraction</li> <li>• Fractions</li> <li>• Angles</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Addition and Subtraction using decimals (money) and measures</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Place Value using measures</li> <li>• Addition and Subtraction problems</li> <li>• Fractions</li> <li>• Measures</li> </ul>

			<ul style="list-style-type: none"> <li>• Multiplication and Division</li> </ul>		<ul style="list-style-type: none"> <li>• Properties</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics</li> </ul>
<b>Science</b>	Animals, including humans	Plants (Rainforests)	Rocks	Forces and Magnets	Light	Plants / flowers/ pollination
<b>LOtC</b>	Nectar Bar Big Dig	Orienteering	Stone Age Tools	Mud Sculpture	Photography Nature Trail	Topography
<b>History</b>	Black History	Slave Trade Victorian England linked to English topic - Jemmy Button	Stone Age	Bronze/Iron Age	Local Art History	The Roman Empire
<b>Geography</b>	<b>Geographical Skills:</b> Atlases/Globes /Digital Mapping	<b>Place Knowledge</b> Local vs Rainforest Climate zones etc.	<b>Human Geography:</b> Key topographical features. Earthquakes	<b>Locational Knowledge</b> Counties/ cities of UK.	<b>Fieldwork</b> OS Maps and Symbols Human physical features in local area	<b>Human Geography</b> Settlement, land use & trade links.
<b>Computing</b>	Online safety with an emphasis on gaming	Internet research and communication	Word processing skills	Presentational skills	Scratch Coding	Photography & Film
<b>Art &amp; Design</b>	<p><b>Drawing &amp; Painting</b></p> <p><u>Skills:</u> Light/medium/dark tone. Oil pastel techniques and patterning.</p> <p><u>Outcomes:</u> Pencil sketches of the brain &amp; jackfruit. Mixed-media Kensuke landscapes &amp; Christmas card designs. Islamic mosaics</p>	<p><b>Drawing &amp; Painting</b></p> <p><u>Skills:</u> Tint and tone Tonking and Sgraffito</p> <p><u>Artists:</u> Rousseau and Van Gogh Tom Cringle (local)</p> <p><u>Outcome:</u> Sky and rainforest scenes</p>	<p><b>Print Making</b></p> <p><u>Skills:</u> Roller and printing ink. Monoprints String printing. Hand prints.</p> <p><u>Outcomes:</u> Animal skin patterns. Animal track prints Stone Age Cave art</p>	<p><b>Collage</b></p> <p><u>Skills:</u> Primary and complementary colours Cutting and Sticking Positive and negative images</p> <p><u>Artists:</u> Paul Klee, Victor Vasarely and Henri Matisse. Jessica Perry (local)</p> <p><u>Outcomes:</u> Paper shapes to create collages of Stonehenge.</p>	<p><b>Textiles</b></p> <p><u>Skills:</u> Exploring pattern Dip Dye Backgrounds Collograph Blocks</p> <p><u>Artists:</u> Richard Long Andy Goldsworthy Liz McGowan (local)</p> <p><u>Outcomes:</u> Printed patterns within nature and the local environment.</p>	<p><b>3D</b></p> <p><u>Skills:</u> Collaborate with others. Produce 3D form with tape and clay</p> <p><u>Artists:</u> Wassily Kandinsky Howard Hodgkin Anthony Frost</p> <p><u>Outcomes:</u> Roman Clay Slab Dish Clay Tile</p>
<b>Design &amp; Technology</b>		Sewing Tree Decoration	Cooking & Nutrition Stone age bread	Technical Knowledge Pulleys – Stig’s Dump	Technical Knowledge Light Bulb Circuits	Wheels and Axles Roman Chariots

<b>Music</b>	Drama/English link BBC Ten Pieces Benjamin Britten's 'The Storm'	Geography link BBC Ten Pieces 'The Little Train of the Caipira' by Heitor Villa-Lobos  Rainforest sounds Body Percussion	Geography link BBC Ten Pieces 'Winter' by Vivaldi	Geography link BBC Ten Pieces 'Earth' by Hans Zimmer.	Three Little Birds Reggae (Charanga)  Traditional Cultures BBC Ten Pieces Ravi Shankar	Rocking Romans Performance and songs - BBC.
<b>Modern Languages</b>	Let's Start Countries that speak Spanish	Spanish Alphabet Numbers 0-15 Colours	Classroom Instructions Numbers 16 - 31	Greetings - How are you?	What is your name? Where do you live?	Days of the week Months of the year Seasons
<b>Physical Education</b>	Real PE – Personal	Real PE – Social	Real PE – Cognitive Dance - BBC Dance with the Elements - Earth	Real PE – Creative	Real PE – Physical	Real PE – Health & Fitness
<b>Religious Education</b>	Human & Social Sciences What difference does being a Muslim make to everyday life?	Theology What is the trinity?	Philosophy What is philosophy? How do people make moral decisions?	Theology What do Muslims believe about God?	Human and Social Sciences How do people express commitment to a religion/worldview in different ways?	
<b>PATHS/ PSHE/RHSE</b>	<b>RHSE:</b> My feelings <b>PSHE:</b> Growth Mindsets Compliments <b>Feelings:</b> <i>Happy, sad, private, fine, excited, scared, safe, cross, calm, worried.</i>	<b>RSHE:</b> My body <b>PSHE:</b> Calming down Self-Control Anger Anger Management Teasing and Bullying	<b>RSHE:</b> My relationships <b>PSHE:</b> Listening Fair play rules Good winners and losers Manners <b>Feelings:</b> <i>shy, lonely, frustrated.</i>	<b>RHSE:</b> My beliefs <b>PSHE:</b> Different points of view Keeping friends <b>Feelings:</b> <i>jealous, content, love, hate, guilty, proud and ashamed.</i>	<b>RHSE:</b> My rights and responsibilities <b>PSHE:</b> Making up with friends By accident and on purpose <b>Feelings:</b> <i>greedy, selfish, generous, surprised, disgusted, hopeful.</i>	<b>RHSE:</b> Asking for help <b>PSHE:</b> Fair and not fair Trying your best Perseverance Teasing <b>Feelings:</b> <i>curious, bored, confused, kind, malicious.</i>