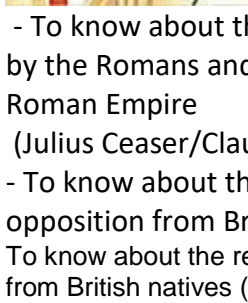
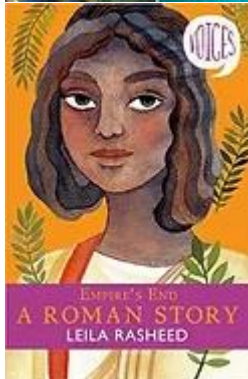

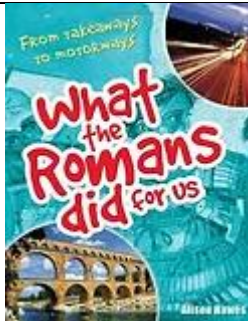


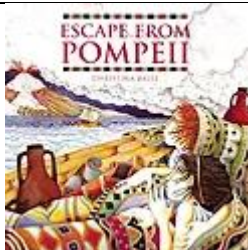









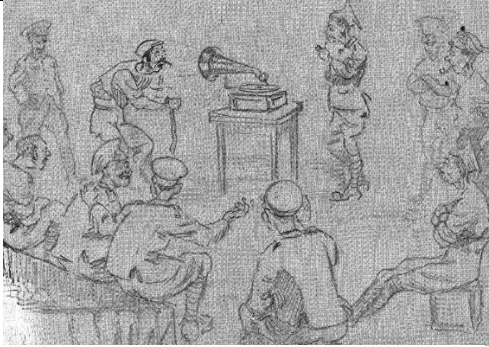
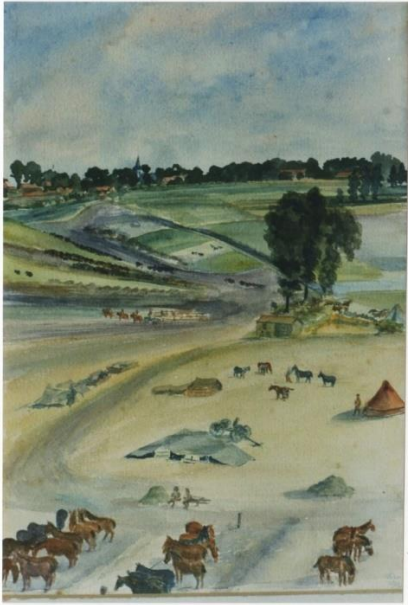
# Year Long Term Plan 2020-2021 Y3








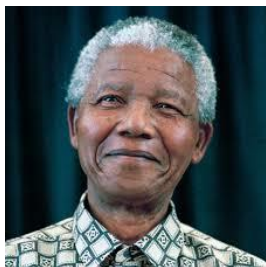
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Who am I?</b>  <b>IDENTITY</b>	<b>Are we Scientists?</b>	<b>Roma Aeterna Victrix!</b> <b>What did the Romans do for us?</b>  <b>LEGACY</b>		<b>How did WW2 change Britain?</b>  <b>LEGACY</b>	
Please include hook, visits, enrichment activities	<b>Oracy focus</b>  Cartwright Hall – focus on change, linked to Bradford – COVID19 restrictions dependent	Science Day – linked to explaining  Continue with SLP - Neutral visit to Nell Bank	Options: Royal Armouries Yorkshire Museum <b>TBC - COVID19 restrictions dependent</b>		Lotherton Hall/Murton Park <b>tbc COVID19 restrictions dependent</b> Evacuee play/ Parent event	
<b>English</b>  (Include any books/texts to be used)  (Diary focus over year, personal/topic)	Poetry – Roger McCough – write a poem in the style of a poet.  'Journey' – Aaron Becker Adventure / travel stories	Explanation - Link to States of Matter / Water Cycle  Description – 'BFG' Roald Dahl - Dream Making  'Flood' – disaster story	Recounts  Based on History  Persuade the class to choose their recommended book to read to the class Persuade class to visit Italy		Persuasive writing  Speeches  short burst diary entry for each event in WW2 – different viewpoints  Portal Story – The Gas Mask  Time Train to the Blitz	
<b>Reading</b>	Class story- class choice.  'The Proudest Blue' – Ibtihaj Muhammed (cultural stories)  'The Journey' Francesca Sanna (cultural story and issues of migration / immigration)  P4C Incredible You Words and your heart Links to SLP	Class story- class choice  'The Secret of Black Rock' – Joe Todd Stanton  'The Rhythm of the Rain' – Graema Baker Smith	Explore reading for pleasure  Choose and vote favourite books A variety of shorter stories Develop choice and preference  Non fiction – Roman texts – historical enquiry / research		The Lion, the Witch and the Wardrobe (class novel)  WW2 topic books for retrieval and consolidation of historical/geographical knowledge (research based) focus on summarising  Different sources of evidence – historical enquiries  Mixed skills questions – retrieval etc ...  Comparing types of evidence (WW2)  The Promise (SoW)	
<b>Maths</b> <b>* Planning will be dependent upon need of class and individual. It is expected that a substantial amount of review/reinfor</b>	<b>Place Value</b>  <b>Consolidation of arithmetic skills from Y3 &amp; Y2</b>  Data collection (measuring themselves as	PV Negative numbers Rounding  <b>Addition and Subtraction</b>  Statistics	Finish off addition and subtraction  Multiplication and division (diving by 10, 100)	<b>Fractions and decimals</b>	<b>Properties of Shape</b>    <b>Consolidation of Y4 PV and 4 operations</b>	<b>Measurement</b>    <b>Consolidation of Y4 PV and 4 operations</b>

<b>cement will be required.</b>	part of Who am I?)  <b>Follow NCETM curriculum Spine 1: Number, Addition &amp; subtraction</b>  <b>Review/reinforce counting, comparing, identifying, representing and estimating numbers</b>	Charts (observing changes over time – science investigation) Measurement (science)  Consolidation of Y4 PV and 4 operations <b>Follow NCETM curriculum tools Spine 1: Number, Addition &amp; subtraction</b>	Consolidation of Y4 PV and 4 operations <b>Follow NCETM curriculum Spine 2: Multiplication &amp; Division</b>  <b>Review/reinforce counting, unitising, commutivity, patterns, quotive &amp; partive division</b>	<b>Consolidation of Y4 PV and 4 operations</b>  <b>Follow NCETM curriculum Spine 2: Multiplication &amp; Division</b>	<b>Follow NCETM curriculum Spine 3: Fractions</b>  <b>Review/reinforce part-whole relationship, unit &amp; non-unit fractions and adding within a whole</b>	
<b>Science</b>		<b>Working scientifically</b>  <b>Making hypotheses (during investigation)</b>  States of Matter Classifying objects into states Discuss properties (investigation into properties) Changing states – heating and cooling (evaporation, condensation, freezing, melting)  (investigation – melting and cooling chocolate Freezing and melting water)  Water cycle  Conservation of volume  Air as a gas (weight & expansion)	Sound  <b>Making hypotheses (during investigation)</b>  <b>Categorising types of sound</b>  <b>Understand how sound works – link back to states of matter</b>  <b>Investigating different sounds</b>  <b>Pitch and volume</b>  Investigate how to change pitch and sound using different instruments  changing sounds (muffling, amplifying)  Sound & distance Sound insulation How sound travels	Electricity  <b>Making hypotheses (during investigation)</b>  <b>Categorising types of electricity (natural/man-made)</b>  <b>Categorising types of appliance (electric/not electric/can be both)</b>  How electricity is made. What affects the brightness of a bulb Why/How switches work. Problem solving with electrical circuits.	All living things  Different living things categories – understand how to place in the correct category based on features of the living things	Animals including humans

History	<p>Topic linked to the children to fit into Who am I?</p> <p>Chn to research their family Why did they come? Where did they come from?</p> <p>Understand that Bradford has become more culturally diverse since WW2</p> <p>What happened to them/Manningham/Bradford during lockdown. How has lift changed over the past year?</p> <p>Begin to understand how to set up an historical enquiry</p> <p>Introduce 1st and 2nd hand evidence</p>	<p>Top of Town Project continues – looking at how parts of Bradford have changed</p>	<div></div> <p>- To know about the conquest of Britain by the Romans and becoming part of the Roman Empire (Julius Ceaser/Claudius)</p> <p>- To know about the resistance and opposition from British Natives (Boudica)</p> <p>To know about the re-sistance and opposition from British natives (Boudica)</p>	<div></div> <p>WW2 timeline over the topic</p> <ul style="list-style-type: none"><li>- To know about the events that led to Britain entering WW2</li><li>- To know about the Battle of Britain and life during this period.</li><li>-To know the reasons why the war ended (allies, axis, parliament)</li></ul> <p>Why did the war start? When?</p> <p>Invasion of Poland by German troops</p> <p>Neville Chamberlain’s speech (link to recounts)</p> <p>Historical enquiry - research and present information about: -the Blitz / blackouts</p> <ul style="list-style-type: none"><li>-Evacuation</li><li>-Rationing</li><li>-Homefront</li></ul> <p>(link to recounts/diaries)</p> <p>Look at bias using evidence (first hand / second hand recap)</p> <p>Propaganda</p> <p>Battle of Britain (mini timeline)</p> <p>End of the war – what happened? Link to summarising</p>
Geography	<p>Understand why families chose to emigrate and Britain’s economy</p> <p>Use different maps, understand that there are different types of maps</p>	<p>Water cycle Explanation of the water cycle</p> <p>Local geography of Bradford – compare urban and rural</p> <p>Manningham vs Haworth</p>	<div></div> <p>Locate key countries in Europe</p> <p>Physical geography (landscape of the Dales from caving visit &amp; <u>volcanic region</u> of Italy from Romans) of a place in the UK compared with that of Europe. (Links to Roman Empire &amp; Caving visit).</p> <p>Research &amp; present key physical &amp; human features of European countries (draw upon <u>navigational language</u> i.e. to the North of... bordered by...) using a range of geographical resources such as own interpretations from maps, globes, digital mapping rather than textbooks.</p>	<p>Locate key countries in Europe linked to WW2 (invaded)</p> <p>Choosing appropriate maps</p> <p>In reading – geographical language/vocab</p> <p>Visit to Howarth contrasting locality</p> <p>Link to rural and urban (WW2 &amp; Linking school)</p>
Art	<p><b>Artists:</b> <b>Ian Christopher Scott (from Bradford)</b></p> <div></div> <p><b>Michael Acton (from Bradford)</b></p>	<p><b>Artists:</b> <b>William Rotherstien (from Bradford)</b></p> <div></div> <p>Propaganda posters (choosing suitable medium)</p> <p>Blitz mixed media pictures</p>	<p><b>Artists:</b> <b>Diane Cross (pottery artist from Bradford)</b></p> <div></div> <p><b>Anna Lambert (potery artist from Bradford)</b></p> <p>Link to Roman pottery patterns</p> <p>Pottery – making textures</p>	



	 <p>Drawings and paintings of themselves/ their families</p> <p>Can they show personality through pictures?</p> <p>Basic art skills</p> <p>Shading/sketching</p> <p>Linking project artwork - Mixed media</p> <p>How has BD / buildings in BD changed?</p> <p><b>Skills</b></p> <p><b>Experiment with different grades of pencil and other implements. Plan, refine and alter their images as necessary. Use different media to achieve variations in line, texture, tone, colour, shape.</b></p> <p><u>Line</u></p> <ul style="list-style-type: none"><li>• drawing textures</li><li>• finding objects and draw textures</li><li>• continuous line</li></ul> <p><u>Tone and pencil grip</u></p> <ul style="list-style-type: none"><li>• different sorts of pencils and the sort of marks they make</li><li>• drawing using tripod grip to draw lines</li><li>• drawing using underhand to do tones</li></ul> <p><u>Drawing life size</u></p> <ul style="list-style-type: none"><li>• drawing leaves from photographs</li><li>• draw stuff from their own tray/pencil case.</li></ul> <p><u>Viewfinders</u></p> <ul style="list-style-type: none"><li>• Focus on different shapes in windows, doors etc eg square, rectangle, circle.</li><li>• draw photographs of parts of school building</li></ul> <p><u>sight size</u></p> <ul style="list-style-type: none"><li>• draw features of the school building eg windows.</li></ul> <p><u>Draw using skills learned</u></p> <ul style="list-style-type: none"><li>• different children draw different sections of Green Lane school building.</li><li>• children draw their own picture of Green Lane building</li><li>• children draw pictures of other well-known buildings in Bradford</li></ul>	<p><b>Shows awareness of texture, shape and form by recreating an image in 3D form. Make informed choices about the 3D technique chosen. Plan, design, make and adapt</b></p> 	  <p>Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes and thickened paint. Use a variety of techniques inc. dying, and paper and plastic trappings more independently Interpret stories, music, poems and other stimuli using collage. Use collage as a means of extending work already achieved.</p>
<b>DT</b>		<p>Mosaics</p> <p>PLAN/EVALUATE</p> <p>Plan</p> <p>Design</p> <p>Make</p> <p>Review</p>	<p>Making toys (make do and mend)</p> <p>- sewing toys (felt/fleece)</p> <p>PLAN/EVALUATE</p> <p>Plan</p> <p>Design</p> <p>Make</p> <p>Review</p>
<b>RE</b>	<p>Make connections between their own identity and experience and that of others</p> <p>Reflect on what is special and significant in their own lives</p> <p>Use the correct terminology when</p>	<p>Explain the significance of special stories</p> <p>Use the correct terminology</p> <p>Explain some ways that different religions can share common features</p>	<p>Understand that symbolic meaning and significance can share common features</p>

	<p>talking or writing about special days, places, rituals and objects</p> <p>Show understanding of other’s values and beliefs</p> <p>Awareness of the sanctity of life.</p> <p>Knowledge and understanding of two birth ceremonies.</p> <p>Knowledge and stories about birth of two special people.</p> <p>Reflection on beginnings.</p>	<p>Reflect on significant and memorable journeys.</p> <p>Pupils will know that journeys have an important place in religious traditions.</p> <p>Reflect on religious journeys.</p> <p>The place of journeys in the lives of religious teachers.</p>			
PHSCE	<p><b>Identity</b></p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. (Linking Project)</p> <p><b>Relationships</b></p> <p>To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity. (See ‘protected characteristics in the Equality Act 2010’) (Linking Project)</p> <p>Introduce Zones of Regulation</p>	<p><b>Citizenship</b></p> <p>To think about the lives of people living in other places, and people with different values &amp; customs.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>Develop zones of regulation</p>	<p><b>Risk</b></p> <p>To differentiate between the terms ‘risk,’ ‘danger’ and ‘hazard.’</p> <p>To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environments) and how to use this as an opportunity to build resilience.</p>	<p><b>Health</b></p> <p>To understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health &amp; safety. (Life Caravan)</p>	<p><b>Economic</b></p> <p>To learn about the role money plays in their own and others’ lives, including how to manage their money.</p> <p>To learn about enterprise and the skills that make someone ‘enterprising.’</p>
Role models	<p><b>Malala Yousafzai</b></p>  <p><b>Stephen Hawking</b></p> 	<p><b>Greta Thunberg</b></p>  <p><b>Will Smith</b></p> 	<p><b>Ada Lovelace</b></p>  <p><b>Dr Barnardo</b></p> 	<p><b>Amelia Earhart</b></p>  <p><b>Nelson Mandela</b></p> 	<p><b>Yourself</b></p>