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|  | **Forest Academy Long-Term Plan 2020-21** | | | | | | | | |
| **Year 3 and Year 4 (LKS2) Cycle B** | | | | | | | | |
| **Term** | Autumn 1st | Autumn 2nd | Spring 1st and 2nd | | | | Summer 1st | Summer 2nd | |
| **Topic** | **Anglo Saxons** | **Rainforests** | **Vikings** | | | | **WW2** | **Splish, Splash, Splosh** | |
| **English Reading Y3** |  |  |  | | | **Shakespeare Week** |  |  | |
| **English Reading Y4** |  |  | [Image result for how to train your dragon book](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj5vtiL967XAhXF1xQKHWdnCGIQjRwIBw&url=https://www.waterstones.com/book/how-to-train-your-dragon-book-1/cressida-cowell/9780340999073&psig=AOvVaw2rZ2UHeEjarLlCRtq4WdEM&ust=1510228866146274) | | | [Image result for goodnight mr tom](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwil5Mm6zs3XAhUDWRoKHVkaCKgQjRwIBw&url=https://www.abebooks.co.uk/GOODNIGHT-MR-TOM-MAGORIAN-M-PENGUIN/11903791830/bd&psig=AOvVaw3eWkgZ4miI9WmtmgAEcG91&ust=1511283110171810) |  | |
| **Poetry** |  | **The Puffin Book of Utterly Brilliant Poetry** | **Sensational: poems inspired by the five sense – Roger McGough** | | | |  | **Hello H20 – Jogn Agard** | |
| **English Writing** | National Curriculum objectives to be covered progressively using Jonathan Bond’s ‘English Planning Toolkit’ – termly objectives cover speaking and listening, reading and writing.  Progression of text types, with a clear purpose for writing (IPEELL), to be covered over the two-year cycle:   |  |  |  |  | | --- | --- | --- | --- | | **Text types** | **Writing to entertain** | **Writing to inform** | **Writing to persuade** | | * Stories * Description * Poetry *(see Pie Corbett’s Poetry Spine)* * Characters/settings | * Explanation * Recount * Letter * Biography * Newspaper article | * Advertising * Letter * Speech * Poster | | | | | | | | | |
| Maths | White Rose Maths LTPs | White Rose Maths LTPs | White Rose Maths LTPs | | | | White Rose Maths LTPs | | White Rose Maths LTPs |
| **Science**  **(PLAN)** | **Animals including humans (skeletons/muscles)** | **Living things and habitats** | **Animals including humans (digestion/teeth)** | | | | **Sound** | | **States of matter** |
| Science Week – whole school theme | | | |
| **Computing**  **Y3** | **Unit 3.1 Coding** | **Unit 3.2 Online safety**  **Unit 3.3 Spreadsheets** | **Unit 3.6 Branching Databases** | | **Unit 3.7 Simulations**  **Unit 3.4 Touch-typing** | | **Unit 3.5 Email** | | **Unit 3.8 Graphing** |
| **Computing**  **Y4** | **Unit 4.1 Coding** | **Unit 4.2 Online Safety**  **Unit 4.7 Effective searching** | **Unit 4.3 Spreadsheets** | | **Unit 4.4 Writing for different audiences** | | **Unit 4.5 Logo** | | **Unit 4.6 Animation**  **Unit 4.8 Hardware investigators** |
| **PE Skills**  **Real PE** | **Unit 1**  **Developing personal skills** | **Unit 2**  **Developing social skills** | **Unit 3**  **Developing cognitive skills-problem solving** | | **Unit 4**  **Developing creative skills** | | **Unit 5**  **Developing physical skills** | | **Unit 6**  **Health and Fitness** |
| **PE Themes Y3** | **Athletics** | **Dance** | **Football** | | **Swimming** | | **Swimming** | | **Tri-golf** |
| **PE Themes Y4** | **Hockey** | **Swimming** | **Swimming** | | **Gymnastics** | | **Mini-tennis** | | **Kwick Cricket** |
| **History** | **Britain’s settlement by Anglo-Saxons and Scots**  (To include local history studies – Sutton Hoo on the Suffolk coast, St Edmund of East Anglia) |  | **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** | | | | **British history beyond 1066 –**  **WW2: a significant turning point – The Battle of Britain**  (To include a local study of evacuees sent to Brandon and attending Forest Academy. Source: Head teacher log book) | |  |
| **Geography** |  | **Place Knowledge**  Rainforests – locate areas of the world that contain rainforests and describe key aspects of a tropical climate. Compare to Thetford Forest. | **Fieldwork**  Fieldwork to observe, measure, record and present the human and physical features in the local area. Map work | | | |  | | **Human and physical geography**  Undertake weather studies – recording changes and observations  The Water Cycle  Plastic pollution in the ocean – a debate |
| **Art and Design** | **Collage**  Dragons |  | **Materials and textiles**  Bayeux Tapestry | |  | |  | | **Painting**  Monet (famous artist study) |
| **Amazing Artists** | **Picasso:**  **1881-1973** | **Cezanne:**  **1839-1906** | **Lichtenstein:**  **1923-1997** | | **Constable:**  **1776 – 1837** | | **Georgia O’Keeffe:**  **1887-1986** | | **Banksy:**  **1974 -** |
| **Design and Technology** |  | **Food**  How cool is your drink? |  | | **Textiles**  How should your puppet tell their story? | | **Structures**  How will you store your favourite things? | |  |
| **French** | **Rigolo 1**  **Unit 7: Encore** | **Rigolo 1**  **Unit 8: Quelle heure est-il** | **Rigolo 1**  **Unit 9: Les fetes** | | **Rigolo 1**  **Unit 10: Ou vas-tu?** | | **Rigolo 1**  **Unit 11: En mange** | | **Rigolo 1**  **Unit 12: Les cirque** |
| **Music**  **Charanga Y3** | **Let your spirit fly** | **Glockenspiel 1** | **Three little birds**  **The dragon song** | | | | **Bring us together** | | **Reflect, Rewind and Replay** |
| **Music**  **Charanga Y4** | **Mamma Mia** | **Glockenspiel 2** | **STOP!**  **Lean on me** | | | | **Blackbird** | | **Reflect. Rewind and Replay** |
| **PSHE Y3**  **(Cambridgeshire Scheme)** | **Beginning and Belonging**  **My Emotions** | **Working Together** | **Diversity and Communities** | **Managing Safety and Risk** | | | **Digital Lifestyles** | | **Relationships and Sex Education**  **Healthy Lifestyles** |
| **PSHE Y4**  **(Cambridgeshire Scheme)** | **Rights Rules and Responsibilities**  **Family and Friends** | **Anti-bullying** | **Financial Capability** | **Drug Education** | | | **Personal Safety** | | **Relationships and Sex Education**  **Managing Change** |
| **RE** | **Hinduism**  Why does Hindu want to collect good karma? | **Judaism**  What symbols and stories help Jewish people remember their covenant with God?  **(Hanukah)** | **Christianity** | | | | **Islam**  How does a Muslim show their submission and obedience to Allah? | | **Sikhism**  How do Sikhs put their beliefs about equality into practise? |
| What doe Christians mean when they talk about the kingdom of God? | | Is the cross a symbol of love, sacrifice or commitment for Christians? | |
| **Forest Schools/Outdoor learning** | **Forest Schools/Outdoor learning** | | | | | | | | |
| **SMSC Days** | Social Day |  | Spiritual Day | |  | | Cultural Day | | Moral Day |
| **Enrichment Opportunities** | Children to present about good karma and random acts of kindness – BLP assembly.  World Mental Health Day  National Poetry Day (October)  Harvest Festival | Children in Need – charity event  Pantomime visit  Christmas carols in the community | Portals to the Past – Viking visitor  Safer Internet Day (February)  World Book Day (March)  Visit from local dentist  Computational thinking – Adastral Park (Year 3)  Divergent drama – Shakespeare  LKS2 Production  Young Voices | | | | VE DAY  Careers Fayre | | Sports Day |
| **Visit**  **Opportunities** | Tomorrow’s Achievers: Anglo Saxon Day  West Stow  Sutton Hoo |  | School Farm and Country Fair – yr 3 (April) | | | | Duxford | |  |