

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 3

Topic: Raging Rivers

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p><b>Animals Including Humans</b></p> <p><b>By the end of the unit pupils will be able to:</b></p> <p>Understand that plants and animals obtain food in different ways.</p> <p>Identify the right types and demonstrate they understand the right amounts of nutrients for animals including humans.</p> <p>Name the different types of skeletons as well as identify and categorise animals based on the type of skeleton it has.</p> <p>Identify the main bones in the body and how a skeleton protects, supports and helps the body to move.</p> <p>Explain how pairs of muscles work together to enable movement.</p>		<p>To identify that they cannot make their own food; they get nutrition from what they eat by comparing how plants and humans obtain food.</p> <p>To explain how living things obtain food.</p>	<p>To identify that animals, including humans, need the right types of nutrition by examining food groups and nutrient groups.</p> <p>To state why animals, including humans, need the right type of nutrients.</p>	<p>To identify that humans and some other animals have skeletons by investigating skeleton types.</p> <p>To sort animals based on their skeletons.</p>	<p>To identify that humans and some other animals have skeletons by identifying the parts of the skeleton.</p> <p>To identify and name bones.</p>	<p>To identify that humans and some other animals have skeletons for support, protection and movement, by focusing on skeleton types.</p> <p>To identify and explain the three main functions of a skeleton.</p>	<p>To identify that humans and some other animals have muscles for movement by examining how muscles work.</p> <p>To know why we need muscles to move.</p> <p>Setting up simple practical enquiries in the context of investigating pairs of muscles.</p> <p>To set up a simple practical enquiry.</p> <p>To recording findings using simple scientific language by writing the results of the practical investigation.</p> <p>To record my findings</p>
<p>Computing</p> <p><b>E Safety / Technology in our lives</b></p> <p><b>By the end of the unit pupils will be able to:</b></p> <p>To know how to use technology safely and respectfully, keeping personal information private</p> <p>To identify where to go for help and support if I have any concerns</p> <p>To design and build an educational board game.</p>		<p>To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help.</p>	<p>To understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help.</p>	<p>To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.</p>	<p>To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.</p>	<p>To design an educational e-safety game.</p>	
<p>Music</p> <p>Charanga Scheme</p> <p><b>Let Your Spirit Fly</b></p> <p><b>By the end of the unit pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the piece's structure: Introduction, verse, chorus.</li> <li>Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.</li> <li>Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.</li> </ul>	<p>Listen and Appraise - Let Your Spirit Fly by Joanna Mangona:</p> <p>To be able to use body to find the pulse</p> <p>To be able to play and improvise</p>	<p>Listen and Appraise – Let Your Spirit Fly</p> <p>To be able to discuss song using musical language</p> <p>To learn to sing Let Your Spirit Fly</p>	<p>Listen and Appraise - Colonel Bogey March by Kenneth Alford</p> <p>To be able to find the pulse</p> <p>To be able to compare with Let Your Spirit Fly using the correct musical language</p> <p>To begin to improvise to song</p>	<p>Listen and Appraise – consider yourself from Oliver</p> <p>To be able to compare using the correct musical vocabulary</p> <p>To be able to play instruments to an allocated part</p> <p>To be able to improvise with instruments</p>	<p>Listen and Appraise Ain't no mountain high enough</p> <p>To be able to compare using the correct musical vocabulary</p> <p>To be able to play instruments to an allocated part</p> <p>To be able to improvise with instruments</p> <p>To be able to perform with confidence</p>	<p>Listen and Appraise You're my first, my last , my everything</p> <p>To be able to compare using the correct musical vocabulary</p> <p>To be able to play instruments to an allocated part</p> <p>To be able to improvise with instruments</p> <p>To be able to perform with confidence</p>	
<p>PHSE</p> <p><b>Jigsaw Scheme – Being Me</b></p> <p><b>By the end of the unit pupils will be able to:</b></p> <p>To explain how my behaviour can affect how others feel and behave.</p> <p>To evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.</p> <p>To explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> <p>To express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p>	<p>To recognise my worth and identify positive things about myself and my achievements</p> <p>To set personal goals</p> <p>To know how to use my Jigsaw Journal value myself</p> <p>To know how to make someone else feel welcome and valued</p>	<p>To face new challenges positively, make responsible choices and ask for help when I need it</p> <p>To recognise how it feels to be happy, sad or scared</p> <p>To be able to identify if other people are feeling these emotions</p>	<p>To understand why rules are needed and how they relate to rights and responsibilities</p> <p>To know how to make others feel valued</p>	<p>To understand that my actions affect myself and others and I care about other people's feelings</p> <p>To understand that my behaviour brings rewards/consequences</p>	<p>To make responsible choices and take action</p> <p>To work cooperatively in a group</p>	<p>To understand my actions affect others and try to see things from their points of view</p> <p>To choose to follow the Learning Charter</p>	
<p>ART &amp; Design</p> <p><b>Plan Bee Scheme</b></p>							
<p>Design Technology</p> <p><b>Storybooks</b></p> <p><b>Plan Bee Scheme</b></p> <p><b>By the end of the unit pupils will be able to:</b></p>		<p>To investigate and evaluate products with lever and linkage systems.</p>	<p>To experiment with a range of techniques to create moving mechanisms.</p>	<p>To explore and experiment with a range of different fonts and graphic techniques.</p>	<p>To be able to plan and design a storybook.</p>	<p>To be able to make a storybook with moving mechanisms using a design.</p>	<p>To be able to evaluate a finished product</p>

Term: Autumn 1

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<p>- KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>KS2 - investigate and analyse a range of existing products</p> <p>KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>KS2 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>							
Geography	To name and locate the countries in the UK and Great Britain	To locate major rivers and seas in the UK	To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rivers of the world.	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle.	To name the key components of a river journey	To understand the journey of the river Thames	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers.
History							
By the end of the unit pupils will be able to:							
French		To understand what a foreign language is	To be able to say simple words and phrases	To be able to say simple words and phrases	To be able to say simple words	To be able to say simple words	To be able to say simple words
By the end of the unit pupils will be able to:		Introduction to French and France	Greetings Classroom instructions	Greetings Classroom instructions	Counting to 10	Recap counting to 10 Months of the Year	Counting 11-20 Recap Months of the Year
RE	Engagement	Investigation	Investigation	Investigation	Evaluation	Expression	
<p><b>Hinduism</b></p> <p><i><b>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</b></i></p> <p>To recall three important actions I could take to support a group I belong to.</p> <p>To understand that groups have symbols</p> <p>To describe ways Hindus celebrate and explain how Hindu children might feel</p> <p>To explain why Diwali might bring a sense of belonging to Hindus</p> <p><i>Discovery RE Scheme</i></p>	To understand what happens during the festival of Diwali	To understand and explore the festival of Diwali	To understand and explore the festival of Diwali	To understand how Hindu's celebrate Diwali	To understand and know why Hindu's celebrate Diwali	To be able to describe some of the ways Hindu's celebrate Diwali	
		To listen to the story of Rama and Sita	To listen to the story of Rama and Sita			To be able to express how Hindu children might feel during the celebration of Diwali	
		To explore the them of good and evil					
Games	To use teaching points to keep the ball close & under control	To use teaching points to keep the ball close & under control	To use teaching points to pass effectively	To use teaching points to pass effectively	To use teaching points to shoot effectively	To use teaching points to shoot effectively	To be able to play as part of a team
Football							
Power of PE							
By the end of the unit pupils will be able to							
follow instructions & select the correct teaching point when given 2 options? (i.e Outside of foot or your heel?)	To use knowledge of technique to suggest ways for peer's to improve	To use knowledge of technique to suggest ways for peer's to improve	To use knowledge of technique to suggest ways for peer's to improve	To use knowledge of technique to suggest ways for peer's to improve	To use knowledge of technique to suggest ways for peer's to improve	To use knowledge of technique to suggest ways for peer's to improve	
use teaching points to dribble with some success, close & under control							
use K+U of teaching points to help their peers improve							
PE	To respond in the correct manner to commands	To respond in the correct manner to commands	To respond in the correct manner to commands	To respond in the correct manner to commands	To respond in the correct manner to commands	To be able to perform with confidence	To be able to perform with confidence
Dance	(Inside, Outside, Freeze etc)	(Inside, Outside, Freeze etc)	(Inside, Outside, Freeze etc)	(Inside, Outside, Freeze etc)	(Inside, Outside, Freeze etc)		
Power of PE	To repeat some simple sequences of movements	To repeat some simple sequences of movements	To repeat some simple sequences of movements	To repeat some simple sequences of movements	To repeat some simple sequences of movements	To be able to suggest ways for peer's to improve	To be able to suggest ways for peer's to improve
By the end of the unit pupils will be able to follow direct instructions and participate in the activity							
list some of the keywords they have learnt during the lesson							
create new ways to move to the music?							

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