

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>Light</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> Identify light sources. Understand that we need light to see. Know that light travels in a straight line. Identify reflective surfaces. Know that the Sun can damage their eyes. Know how to protect their eyes from the Sun. Understand that a shadow is formed when a solid object blocks light | <p>To reflect and understand what pupils already know about light.</p> <p>Light and Dark</p> <p>To recognise that we need light in order to see things and that dark is the absence of light by taking part in a ‘feely bag’ investigation.</p> <p>To recognise that I need light to see things, and that dark is the absence of light.</p> | <p>Reflective Surfaces</p> <p>To notice that light is reflected from surfaces by choosing the most reflective material for a new book bag.</p> <p>To investigate which surfaces reflect light</p> | <p>Mirrors</p> <p>To notice that light is reflected from surfaces by playing mirror games.</p> <p>To use a mirror to reflect light and explain how mirrors work</p> | <p>Sun Safety</p> <p>To recognise that light from the sun can be dangerous and that there are ways to protect our eyes by designing and advertising a pair of sunglasses or a sun hat.</p> <p>To know that light from the sun can be dangerous and that there are ways we can protect our eyes.</p> | <p>Shadows</p> <p>To recognise that shadows are formed when the light from a light source is blocked by a solid object by investigating the best material for curtains for a baby’s bedroom.</p> <p>To investigate which materials block light to form shadows</p> | <p>Changing Shadows</p> <p>To find patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source.</p> <p>To find patterns when investigating how shadows change size</p> | |
| <p>Computing</p> <p>Computer Science – Coding</p> <p>By the end of the unit pupils will be able to:</p> <p>To know what an algorithm is</p> <p>To write a program that accomplishes a specific goal using repetition with variables.</p> | <p>To write an accurate algorithm (set of instructions) so that sandwich bot will make a jam sandwich.</p> | <p>To understand what is expected of me in computing and am ready to learn.</p> <p>To write an accurate algorithm (set of instructions) so that sandwich bot will make a jam sandwich.</p> | <p>To understand the basic functions of 2Logo.</p> | <p>To understand the advanced functions of 2Logo.</p> | <p>To write a program that accomplishes a specific goal.</p> | <p>To write a program that accomplishes a specific goal.</p> | <p>To write a program that accomplishes a specific goal.</p> |
| <p>Music</p> <p>Charanga Scheme</p> <p>Glockenspiel Stage 1</p> <p>By the end of the unit pupils will be able to:</p> <p>Learn to play and read the notes C, D, E + F.</p> | <p>To be able to play the note E</p> <p>To learn to play Easy E</p> <p>To be able to perform to an audience</p> | <p>To be able to play the notes D and E</p> <p>To understand how the notes D and E are written down</p> <p>To be able to perform to an audience</p> | <p>To be able to play the notes C and D</p> <p>To learn to play Dees Cees Blues</p> <p>To be able to improvise</p> | <p>To be able to play the notes D E and F</p> <p>To understand how the notes D, E and F are written down</p> <p>To be able to play with notation</p> | <p>To be able to play the notes C, D and E</p> <p>To be able to improvise using those notes</p> <p>To be able read notation</p> | <p>To be able to use the learnt notes to create own composition</p> <p>To be able to perform composition</p> | |
| <p>PHSE</p> <p>Jigsaw Scheme – Celebrating Difference</p> <p>By the end of the unit pupils will be able to:</p> <p>To describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>To explain when my involvement with conflict situations affected other people’s feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>To tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p> <p>To explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p> | <p>To understand that everybody’s family is different and important to them</p> <p>To appreciate my family/the people who care for me</p> | <p>To understand that differences and conflicts sometimes happen among family members</p> <p>To know how to calm myself down and can use the ‘Solve it together’ technique</p> | <p>To know what it means to be a witness to bullying</p> <p>To know some ways of helping to make someone who is bullied feel better</p> | <p>To know that witnesses can make the situation better or worse by what they do</p> <p>To problem-solve a bullying situation with others</p> | <p>To recognise that some words are used in hurtful ways</p> <p>To try hard not to use hurtful words (e.g. gay, fat)</p> | <p>To tell you about a time when my words affected someone’s feelings and what the consequences were</p> <p>To give and receive compliments and know how this feels</p> | |
| <p>ART & Design</p> <p>Can we change places?</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations - use sketchbooks to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials <p><i>Plan Bee Scheme</i></p> | <p>To investigate how the environment affects how we feel about a place and how art can be used to improve a place.</p> | <p>To collect visual information and to explore ideas for a site-specific sculpture.</p> | <p>To be able to design a sitespecific sculpture.</p> | <p>To use ‘found’ materials to create a sculpture.</p> | <p>To be able to use finishing techniques to complete a sculpture.</p> | <p>To be able to evaluate a finished piece of artwork.</p> | |
| <p>Design Technology</p> <p><i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to:</p> | | | | | | | |

Term: Autumn 2

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| Geography | To compare and contrast river usage | To compare and contrast 2 rivers. To understand environmental factors that pollute rivers | To understand the causes of river pollution both human and environmental To identify the most polluted rivers in the world. | To recap the learning of rivers and landscapes To begin own river project on a river of choice to be presented to the class | To create a presentation about river of choice | To create own knowledge organiser about rivers To summarise the key elements of learning about rivers | |
| History By the end of the unit pupils will be able to: | | | | | | | |
| French By the end of the unit pupils will be able to: | To recap the days of the week. To be about to pronounce the days of the week accurately | To recap the numbers 0-20 To be able to respond to simple questions | To be able to speak in sentences To be able to say when their birthday is using the correct month of year and number | To be able to name family members and when their birthdays are | To be able to learn about French Christmas traditional | To use French Christmas vocabulary | |
| RE Christianity <i>Has Christmas lost its true meaning?</i> <i>By the end of the unit pupils will understanding:</i> God chose a Jewish young woman called Mary, who was engaged to Joseph the carpenter, to be the mother of his earthly son. He sent his angel, Gabriel, to ask this of her. Mary agreed to allow this to happen and Jesus was born in Bethlehem. This is the Christian concept of “incarnation”: God becoming man or literally being “made flesh”. Jesus was born in a stable and was visited by a variety of people from very different social classes. There is a significance to the people and places which appear in the Christmas story <i>Discovery RE Scheme</i> | Engagement: To explore what Christmas means to theme. | Investigation To explore what Christmas means using significant items. | Investigation To understand incarnation To revisit the Christmas story | Investigation To explore the true meaning of Christmas for Christians | Evaluation To summarise and assimilate what the true meaning of Christmas is for Christians | Expression: To reflect upon the meaning of gifts | |
| Games Health Related Exercise <i>Power of PE</i> 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?) use teaching points to dribble with some success, close & under control use K+U of teaching points to help their peers improve | L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise L.O 2 – Develop children’s ability to exercise at different intensities | L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise L.O 2 – Develop children’s ability to exercise at different intensities | L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise L.O 2 – Develop children’s ability to exercise at different intensities | L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise L.O 2 – Develop children’s ability to exercise at different intensities | L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise L.O 2 – Develop children’s ability to exercise at different intensities | L.O 1 – Develop children’s knowledge of how the food & drink we consume affects our body L.O 2 – Develop children’s ability to exercise at different intensities | |
| PE Gymnastics <i>Power of PE</i> 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? | L.O 1 – To develop pupils knowledge of gymnastics balances. L.O 2 – To develop pupils ability to hold a balance. | L.O 1 – To develop pupils knowledge of gymnastics balances. L.O 2 – To develop pupils ability to hold a balance. | L.O 1 – To develop pupils ability to hold a balance. L.O 2 – To develop pupils ability to travel in a variety of ways | L.O 1 – To develop pupils ability to hold a balance. L.O 2 – To develop pupils ability to travel in a variety of ways | L.O 1 – To develop pupils ability to hold a balance. L.O 2 – To develop pupils ability to travel in a variety of ways | L.O 1 – To develop pupils ability to travel in a variety of ways L.O 2 – To develop children’s knowledge of Mirror/Match & Canon & Unison | |