

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 3

Topic: Hunters and Hunted

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p><b>Rocks and Fossils to:</b></p> <ul style="list-style-type: none"> <li>- setting up simple practical enquiries, comparative and fair tests</li> <li>- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>- using straightforward scientific evidence to answer questions or to support their findings</li> <li>- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>- recognise that soils are made from rocks and organic matter</li> </ul>	To be able to identify naturally occurring rocks and explore their uses.	To be able to group rocks according to their characteristics.	To be able to plan, carry out and evaluate experiments to compare rocks.	To identify rocks that are used for particular purposes	To explore soil and how it is formed.	<p>To explore what fossils are and how they are formed.</p> <p>To be able to identify fossilised remains.</p>	
<p>Computing</p> <p><b>Coding, E-Safety and Email</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>-know what an algorithm.</li> <li>- can write a program that accomplishes a specific goal using repetition with variables.</li> <li>-can use technology safely, respectfully and responsibly.</li> <li>-understand the opportunities computer networks offer for communication and collaboration.</li> </ul>	To write a program that accomplishes a specific goal.	To write a program that accomplishes a specific goal.	To learn how to use email safely.	To be able to open and respond to an e-mail. To be able to write an e-mail using an address book.	To be able to add an attachment to an e-mail.	To be able to explore a simulated e-mail scenario.	
<p>Music</p> <p>Charanga Scheme</p> <p><b>Three Little Birds</b></p> <p>By the end of the unit pupils will be able to:</p> <p><i>Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.</i></p> <p><i>Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals.</i></p> <p><i>Find the pulse and identify funky rhythms, tempo changes and dynamics.</i></p>	Listen and Appraise - Three Little Birds by Bob Marley: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.	Listen and Appraise - Jamming by Bob Marley: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.	Listen and Appraise - Small People by Ziggy Marley: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.	Listen and Appraise - 54 - 46 Was My Number by Toots and The Maytals: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.	Listen and Appraise - Ram Goat Liver by Pluto Shervington: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.	Listen and Appraise - Our Day Will Come by Amy Winehouse: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.	
<p>PHSE</p> <p><b>Jigsaw Scheme – Goals and Dreams</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>-explain the different ways that help me learn and what I need to do to improve.</li> <li>-analyse my learning strengths and use this to design clear steps to help me improve</li> <li>-be confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</li> <li>- confidently discuss my successes and difficulties with others. I can analyse</li> </ul>	<p>To be able to tell you about a person who has faced difficult challenges and achieved success</p> <p>To respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p>	<p>To identify a dream/ambition that is important to me</p> <p>To imagine how I will feel when I achieve my dream/ambition</p>	<p>To Enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>To break down a goal into a number of steps and know how others could help me to achieve it</p>	<p>To be motivated and enthusiastic about achieving our new challenge</p> <p>To know that I am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge</p>	<p>To recognise obstacles which might hinder my achievement and take steps to overcome them</p> <p>To manage the feelings of frustration that may arise when obstacles occur</p>	<p>To evaluate my own learning process and identify how it can be better next time</p> <p>To be confident in sharing my success with others and store my feelings in my internal treasure chest</p>	

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these feelings and explain how they can assist me in the future.							
<p style="text-align: center;">ART &amp; Design <b>Van Gogh</b> <i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations</li> <li>- use sketchbooks to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>- about great artists in history</li> </ul>	To use lines to create depth and texture.	To use colours and lines to create shade and tint	To revisit and develop ideas.	To use lines to create movement.	To develop sketching technique	To use lines and colour to create portraits in the style of Van Gogh.	
<p style="text-align: center;">Design Technology <i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to:</p>							
<p style="text-align: center;">Geography</p>						<p>To analyse what the settlement at Skara Brae tells us about life in Neolithic Britain.</p> <p>To write a Newsround report.</p>	
<p style="text-align: center;">History</p> <p>By the end of the unit pupils will be able to:</p>	<p>To order historical events chronologically</p> <p>To discover the ways Stone Age people communicated (Stone Age cave painting)</p>	To compare our lives to the lives of Stone Age people	To analyse Stone Age artefacts and consider what they tell us about Stone Age life	To explore what it means to be a hunter-gatherer. To write an application to join a tribe.	<p>To explore the significance of Stonehenge.</p> <p>To build a model of Stonehenge</p>		
<p style="text-align: center;">French</p> <p>By the end of the unit pupils will be able to:</p>	To recep learning from term 1. Birthdays, numbers, days of the week, months of the year	To be able to respond to simple question about where they live. Using Ou est?	<p>To be able to use directive speech Here is x Where is y</p> <p>To begin to understand masculine and feminine</p>	To understand the traditions of St Valentine	To use associated vocabulary for school life	To name subjects of school lessons	
<p style="text-align: center;">RE <b>Jesus' Miracles</b></p> <ul style="list-style-type: none"> <li>•To be able to describe what people think a miracle is</li> <li>•To explain how Christians view Jesus as a miracle worker</li> <li>•To express a opinion on if Jesus actually heal people</li> </ul> <p style="text-align: center;"><b>Christianity</b> <i>Discovery RE Scheme</i></p>	Engagement To understand what the perception of a miracle is	Investigation To understand the miracles as told in the bible	Investigation To introduction the idea of miracles and to be able to explain what it means	Investigation To understand the miracles of the paralysed man	<p>Evaluation To explore the question could Jesus heal people?</p> <p>To be able to form an opinion</p>	Expression To reflect upon the learning of miracles and apply that to own life	
<p style="text-align: center;">Games <b>Netball</b></p> <p><i>Power of PE</i></p> <p>By the end of the unit pupils will be able to</p> <p>follow instructions &amp; 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 &amp; under control use K+U of teaching points to help their peers improve</p>	<p>L.O 1 – Develop pupils ability to show the correct footwork for Netball</p> <p>L.O 2 – Develop pupils ability to throw &amp; catch effectively</p>	<p>L.O 1 – Develop pupils ability to show the correct footwork for Netball</p> <p>L.O 2 – Develop pupils ability to throw &amp; catch effectively</p>	<p>L.O 1 – Develop pupils ability to show the correct footwork for Netball</p> <p>L.O 2 – Develop pupils ability to throw &amp; catch effectively</p>	<p>L.O 1 – Develop pupils ability to throw effectively</p> <p>L.O 2 – Develop pupils ability to catch effectively</p>	<p>L.O 1 – Develop pupils ability to throw effectively</p> <p>L.O 2 – Develop pupils ability to catch effectively</p>	<p>L.O 1 – Develop pupils ability to throw effectively</p> <p>L.O 2 – Develop pupils ability to catch effectively</p>	
<p style="text-align: center;">PE <b>Handball</b> <i>Power of PE</i></p> <p>By the end of the unit pupils will be able to</p> <p>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?</p>	<p>L.O 1 – Develop pupils ability to throw effectively</p> <p>L.O 2 – Develop pupils ability to catch effectively</p>	<p>L.O 1 – Develop pupils ability to throw effectively</p> <p>L.O 2 – Develop pupils ability to catch effectively</p>	<p>L.O 1 – Develop pupils ability to throw effectively</p> <p>L.O 2 – Develop pupils ability to catch effectively</p>	<p>L.O 1 – Develop pupils ability to throw effectively</p> <p>L.O 2 – Develop pupils ability to catch effectively</p>	<p>L.O 1 – Develop pupils ability to throw effectively</p> <p>L.O 2 – Develop pupils ability to catch effectively</p>	<p>L.O 1 – Develop pupils ability to throw effectively</p> <p>L.O 2 – Develop pupils ability to catch effectively</p>	

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