

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>Forces and Magnets to:</p> <ul style="list-style-type: none"> Identify forces as pushes and pulls. Describe friction as a force that slows objects down. Feel the pulling force of a magnet. Sort materials according to whether they are magnetic or not. Participate in an investigation into magnet strength. Identify the different poles of a bar magnet. Use a magnetic compass with four points. Make a prediction. Construct a bar chart on labelled axes. Form a conclusion from their results. 	To notice that some forces need contact between two objects by identifying the different types of forces acting on objects.	To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces.	To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials.	To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets	To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing by making a compass to hunt for treasure.	To observe how magnets attract or repel each other and attract some materials and not others by making, playing and evaluating a magnetic game	
<p>Computing</p> <p>Digital Literacy – Databases</p> <p>By the end of the unit pupils will be able to:</p> <p>collect, analyse, evaluate and present data and information.</p>	To know what a database is used for.	To search for information on a database	To contribute to a class database.	To create a database about animals.	To create a database about animals.	To explore the internet safely.	
<p>Music</p> <p>Charanga Scheme</p> <p>The Dragon Song</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> Identify the themes: Kindness, respect, friendship, acceptance and happiness. Identify the instruments/voices: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story? 	Listen and Appraise -The Dragon Song by Joanna Mangona: Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.	Listen and Appraise - Birdsong - Chinese Folk Music: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - The Dragon Song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?	Listen and Appraise - Vaishnava Jana: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - The Dragon Song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?	Listen and Appraise - A Turkish Traditional Tune: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - The Dragon Song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?	Listen and Appraise - Aitutaki Drum Dance: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - The Dragon Song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?	Listen and Appraise - Zebaidir Song: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - The Dragon Song again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?	
<p>PHSE</p> <p>Jigsaw Scheme – Healthy Me</p> <p>By the end of the unit pupils will be able to:</p> <p>-identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>- judge the levels of risk involved in different situations and To select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>-express how being anxious/ scared and unwell feels.</p> <p>-express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>	<p>To understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>To set myself a fitness challenge</p>	<p>To know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>To know what it feels like to make a healthy choice</p>	<p>To tell you my knowledge and attitude towards drugs</p> <p>To identify how I feel towards drugs</p>	<p>To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>To be able to express how being anxious or scared feels</p>	<p>To identify when something feels safe or unsafe</p> <p>To take responsibility for keeping myself and others safe</p>	<p>To understand how complex my body is and how important it is to take care of it</p> <p>To respect my body and appreciate what it does for me</p>	
<p>ART & Design</p> <p>Plan Bee Scheme</p> <p>By the end of the unit pupils will be able to:</p>							
<p>Design Technology</p> <p>Great British Inventions</p> <p>Plan Bee Scheme</p> <p>By the end of the unit pupils will be able to:</p> <p>- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit</p>	To investigate the invention of the telephone.	To investigate the invention of the World Wide Web.	To explore how the invention of reinforced concrete works.	To investigate the invention of the mackintosh.	To reflect on the impacts that inventions have had on our lives.		

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for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - understand how key events and individuals in design and technology have helped shape the world - apply their understanding of how to strengthen, stiffen and reinforce more complex structures							
Geography				To design an ideal settlement for an Iron Age hillfort settlement			
History By the end of the unit pupils will be able to:	To investigate the Bronze Age in Britain. To discover who the Beaker people were.	To investigate what the Amesbury Archer tells us about life in the Bronze Age.	To investigate the Iron Age in Britain.		To analyse Iron Age artefacts and consider what they tell us about Iron Age life	To investigate what led to the end of the Celtic Way of life and the end of the Iron Age	To reflect and summarise learning from this unit and to create own knowledge organisers for Hunters and Hunted
French By the end of the unit pupils will be able to:	To be able to recap situational vocabulary To be able to speak in sentences	To learn the colours of rainbow	To learn about the French tradition of Fete da'mare To recap vocabulary from other French traditions	To recap the colours of rainbow and describe objects using colour and situational vocabulary	To learn about French Easter Traditions	To learn about French Easter Traditions	
RE Christianity What is good about Good Friday? •To make suggestions about how people could rescue others •To explain why Christians think the death of Jesus is important •To reflect on the death of Jesus and form an opinion <i>Discovery RE Scheme</i>	Engagement To explore the notion of being rescued	Investigation To explore the last supper To gain an understanding of religious events from art	Investigation To explore the question: If Jesus knew he was going to die that night why did he go?	Investigation To further explore Good Friday and what it means to Christians	Evaluation To reflect upon the idea that Jesus "saved the day"	Expression To reflect upon what they do to show people they are loved	
Games Tag Rugby <i>Power of PE</i> By the end of the unit pupils will be able to – Pupils should be able to carry the ball successfully when running and pass the ball with some success when stationary – Pupils should be able to change direction successfully & pass the ball w/ success – Pupils should be able to change direction at speed, pupils will be able to pass effectively in varied environments.	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to match a change of speed, with change of direction	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to match a change of speed, with change of direction	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to pass the rugby effectively	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to pass the rugby effectively	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to pass the rugby effectively	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to pass the rugby effectively	
PE Orienteering <i>Power of PE</i> By the end of the unit pupils will be able to - describe what a 'key' is on a map & list the points on the compass? -read a map and place their thumb in the correct place with guidance? -move their thumb as they move, turning the map to show which way they are facing consistently.	L.O 1 – Can children list the different points on a compass L.O 2 – Can children show knowledge of what a 'key' is on a map!	L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?	L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?	L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?	L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?	L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?	

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