

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 3

Topic: Ancient Egypt

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p><b>Plants</b></p> <p>By the end of unit pupils will be able to to:</p> <ul style="list-style-type: none"> <li>Identify the different parts of flowering plants.</li> <li>Predict what will happen in an investigation.</li> <li>Make observations.</li> <li>Identify the main stages of the life cycle of flowering plants</li> </ul>	To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers by labelling the parts of a plant.	To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well	To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables by observing and recording plant growth.	To investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem.	To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilisation.	To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by ordering and describing the stages of the life cycle of a flowering plant.	
<p>Computing</p> <p><b>Computer Science – Coding</b></p> <p>By the end of the unit pupils will be able to:</p> <p>To know what an algorithm.</p> <p>To write a program that accomplishes a specific goal using repetition with variables.</p>	To write a program that accomplishes a specific goal.	To write a program that accomplishes a specific goal.	To write a program that accomplishes a specific goal.	To write a program that accomplishes a specific goal.	To write a program that accomplishes a specific goal.	To write a program that accomplishes a specific goal.	
<p>Music</p> <p>Charanga Scheme</p> <p><b>Bringing us together</b></p> <p>By the end of the unit pupils will be able to:</p> <p>Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.</p> <p>Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer.</p> <p>Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?</p>	Listen and Appraise - Bringing Us Together by Joanna Mangona and Pete Readman: 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.	<p>Listen and Appraise - Good Times by Nile Rodgers: 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.</p> <p>Listen and Appraise - Bringing Us Together again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?</p>	<p>Listen and Appraise - Ain't Nobody by Chaka Khan: 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.</p> <p>Listen and Appraise - Bringing Us Together again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?</p>	<p>Listen and Appraise - We Are Family by Sister Sledge: 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.</p> <p>Listen and Appraise - Bringing Us Together again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?</p>	<p>Listen and Appraise - Ain't No Stopping Us Now by McFadden and Whitehead: 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.</p> <p>Listen and Appraise - Bringing Us Together again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?</p>	<p>Listen and Appraise - Car Wash by Rose Royce: 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.</p> <p>Listen and Appraise - Bringing Us Together again and sing along. Use this as an extra opportunity to learn the song. How are the songs different, how are they similar?</p>	
<p>PHSE</p> <p><b>Jigsaw Scheme – Relationships</b></p> <p>By the end of the unit pupils will be able to:</p> <p>explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p>express a sense of the responsibility we have for each other because of these connections.</p>	<p>To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>To describe how taking some responsibility in my family makes me feel</p>	<p>TO identify and put into practice some of the skills of friendship.</p> <p>To know how to negotiate in conflict situations to try to find a win-win solution</p>	<p>To know and use some strategies for keeping myself safe online</p> <p>To know who to ask for help if I am worried or concerned about anything online</p>	<p>To explain how some of the actions and work of people around the world help and influence my life</p> <p>To show an awareness of how this could affect my choices</p>	<p>To understand how my needs and rights are shared by children around the world and to identify how our lives may be different</p> <p>To empathise with children whose lives are different to mine and appreciate what I may learn from them</p>	<p>To know how to express my appreciation to my friends and family</p> <p>To enjoy being part of a family and friendship groups</p>	
<p>ART &amp; Design</p> <p><b>Indian Art</b></p> <p><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 improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>- to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>- to improve their mastery of art and design techniques, including sculpture with a range of materials</li> <li>- about great artists in history</li> </ul>	To explore the history and styles of Indian painting.	To explore the art displayed during the Indian elephant festival.	To explore and create Mehndi patterns.	To explore the Indian block-printing technique	To explore and create rangoli patterns.		
<p>Design Technology</p> <p><b>Great British Inventions</b></p> <p><i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to:</p>							

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<p>Geography</p> <p><b>River Nile / Ancient Egypt</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>To identify what I already know and would like to learn about Ancient Egypt and Africa</p>	<p>To be able to describe the location and features of the River Nile.</p> <p>To be able to describe the journey of the River Nile from source to mouth.</p>	<p>To find out the positive and negative effects of the Aswan High Dam on the River Nile.</p>	<p>To explore the physical and human geography of the Nile Delta.</p>	<p>To explore uses for the River Nile and how these have changed over time.</p>	<p>To be able to describe in detail a journey up the River Nile in Egypt.</p>	
<p>History</p> <p>By the end of the unit pupils will be able to:</p>							
<p>French</p> <p>By the end of the unit pupils will be able to:</p>	<p>To recap colours and situational vocabulary</p>	<p>To learn the seasons and use the colours to describe the seasons</p>	<p>To learn body parts</p>	<p>To recap body parts</p> <p>To name food and drink</p>	<p>To learn to describe how it feels to eat and drink</p> <p>To be able to order food</p>	<p>To describe what they like to eat and drink and to ask someone what they like to eat and drink</p>	
<p>RE</p> <p><b>Sikhism</b></p> <p><i><b>Do Sikh's think it is important to share?</b></i></p> <ul style="list-style-type: none"> <li>•To discuss why it is important to share</li> <li>•To describe ways that Sikhs share and explain why it is important to them</li> </ul> <p><i>Discovery RE Scheme</i></p>	<p>Engagement</p> <p>To explore what children understand sharing to mea</p>	<p>Investigation</p> <p>To introduce Skihism</p> <p>To identify key figures in the Sikh religion</p>	<p>Investigation</p> <p>To understand about Guru Nakak Dev Ji</p>	<p>Investigation</p> <p>To gain an understanding how everyone is equal</p> <p>To understand the sharing of Langar</p>	<p>Evaluation</p> <p>To reflect upon who Sikh's may share</p>	<p>Expression</p> <p>To reflect upon the lessons they have learnt about sharing and discuss how they could apply to their own lives</p>	
<p>Games</p> <p><b>Tennis</b></p> <p><i>Power of PE</i></p> <p>By the end of the unit pupils will be able to</p> <ul style="list-style-type: none"> <li>-hit the ball in a general direction with little or no control</li> <li>-manipulate the ball with a degree of consistency keeping it close to their body</li> <li>-control the ball with both sides of their racket with consistency</li> </ul>	<p>L.O 1 – To develop children's knowledge of the rules of Tennis</p> <p>L.O 2 – To develop children's ability to grip the racket correctly</p>	<p>L.O 1 – To develop children's knowledge of the rules of Tennis</p> <p>L.O 2 – To develop children's ability to grip the racket correctly</p>	<p>L.O 1 – To develop children's ability to grip the racket correctly</p> <p>L.O 2 – To develop children's ability to control the movement of a ball with a racket</p>	<p>L.O 1 – To develop children's ability to grip the racket correctly</p> <p>L.O 2 – To develop children's ability to control the movement of a ball with a racket</p>	<p>L.O 1 – To develop children's ability to grip the racket correctly</p> <p>L.O 2 – To develop children's ability to control the movement of a ball with a racket</p>	<p>L.O 1 – To develop children's ability to grip the racket correctly</p> <p>L.O 2 – To develop children's ability to control the movement of a ball with a racket</p>	
<p>PE</p> <p><b>Cricket</b></p> <p><i>Power of PE</i></p> <p>By the end of the unit pupils will be able to</p> <ul style="list-style-type: none"> <li>list two teaching points of the skills developed</li> <li>utilise this K+U to use the skills with success</li> <li>use K+ U to suggest way their peers can improve</li> </ul>	<p>L.O 1 – Develop children's co-ordination &amp; ability to field effectively</p> <p>L.O 2 – Develop children's ability to throw with accuracy</p>	<p>L.O 1 – Develop children's co-ordination &amp; ability to field effectively</p> <p>L.O 2 – Develop children's ability to throw with accuracy</p>	<p>L.O 1 – Develop children's co-ordination &amp; ability to field effectively</p> <p>L.O 2 – Develop children's ability to hold &amp; use that bat effectively</p>	<p>L.O 1 – Develop children's co-ordination &amp; ability to field effectively</p> <p>L.O 2 – Develop children's ability to hold &amp; use that bat effectively</p>	<p>L.O 1 – Develop children's co-ordination &amp; ability to field effectively</p> <p>L.O 2 – Develop children's ability to hold &amp; use that bat effectively</p>	<p>L.O 1 – Develop children's co-ordination &amp; ability to field effectively</p> <p>L.O 2 – Develop children's ability to hold &amp; use that bat effectively</p>	

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