

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>Scientific Inventions</p> <p>By the end of unit pupils will be able to:</p> <ul style="list-style-type: none"> find plants in the local area; give the names of four people who brought new plants to Britain; design a new plant and answer questions about it; give four facts about Marie Curie's life and work; identify bones in x-ray images; identify what plants need to grow well; explain how scientists use fossils to date rocks today; describe how William Smith found fossils; match fossils to time periods; give four facts about Inge Lehmann's life and work; describe the Earth's core as solid iron; explain how igneous rocks are made; identify concave and convex mirrors as curved mirrors; participate in an investigation into convex and concave mirrors; identify devices and inventions that use curved mirrors; describe electromagnets as magnets powered by electricity; describe how the first electromagnets were developed and name a scientist who worked on them; recognise that inventions and discoveries come from all over the world; give an example of how some things are invented to make people's lives easier. 	<p>The Plant Hunters</p> <p>To identify differences, similarities or changes related to simple scientific ideas and processes by finding out about the men and women who introduced new plants to our gardens.</p> <p>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant by exploring the way that non-native plants have been discovered, transported and introduced.</p>	<p>. Marie Curie</p> <p>To identify changes related to scientific ideas by describing Marie Curie's research into x-rays.</p> <p>To identify that humans have skeletons for support, protection and movement by identifying and explaining the bones shown in x-rays.</p>	<p>George Washington Carver</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>To identify changes related to scientific ideas by describing the achievements of George Washington Carver.</p>	<p>Fossil Finders</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; describe in simple terms how fossils are formed when things that have lived are trapped within rock by exploring William Smith's principle of fossil succession</p>	<p>Journey to the Centre of the Earth</p> <p>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties by finding out about Inge Lehmann's discovery of the Earth's solid core and how this creates igneous rocks</p>	<p>Concave and Convex</p> <p>To notice that light is reflected from surfaces by investigating concave and convex mirrors.</p> <p>To ask relevant questions and use evidence from scientific enquiries to answer them and support findings by investigating concave and convex mirrors.</p> <p>To gather, record, classify and present data in a variety of ways to help in answering questions by investigating concave and convex mirrors.</p>	
<p>Computing</p> <p>Digital Literacy – Simulation</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>	<p>To understand what simulations are</p>	<p>To explore a simulation.</p>	<p>To explore a simulation.</p>	<p>To analyse and evaluate a simulation.</p>	<p>To analyse and evaluate a simulation.</p>		
<p>Music</p> <p>Charanga Scheme</p> <p>Reflect, Rewind and Reply</p> <p>By the end of the unit pupils will be able to:</p>	<p>Listen and Appraise - L'Homme Armé by Robert Morton (Early Music)</p> <p>Rewind and Listen Out! Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell. A listening activity to remember songs, instruments and their sounds.</p> <p>Reflect - Composers and Composition - The work of Talvin Singh.</p>	<p>Listen and Appraise - Les Tricoteuses (The Knitters) (Classical period)</p> <p>Rewind and Listen Out! Small People by Ziggy Marley. A listening activity to remember songs, instruments and their sounds.</p> <p>Reflect - Composers and Composition - The work of Gwyneth Herbert.</p>	<p>Listen and Appraise - Symphony No 101 'The Clock': Part II Andante by Franz Joseph Haydn (from the Classical era)</p> <p>Rewind and Listen Out! Vaishnava Java (Traditional). A listening activity to remember songs, instruments and their sounds.</p> <p>Reflect - Composers and Composition - The work of Gwyneth Herbert</p>	<p>Listen and Appraise - Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era)</p> <p>Rewind and Listen Out! Birdsong (Chinese Traditional). A listening activity to remember songs, instruments and their sounds.</p> <p>Reflect - Composers and Composition - The work of Gwyneth Herbert.</p>	<p>Listen and Appraise - Prélude à L'Après-Midi D'Un Faune by Claude Debussy (20th Century)</p> <p>Rewind and Listen Out! We Are Family by Sister Sledge. A listening activity to remember songs, instruments and their sounds.</p> <p>Reflect - Composers and Composition - The work of Gwyneth Herbert.</p>	<p>Listen and Appraise - Music For Large And Small Ensembles (the opening) by Kenny Wheeler (Contemporary Jazz)</p> <p>Rewind and Listen Out! Car Wash by Rose Royce. A listening activity to remember songs, instruments and their sounds.</p> <p>Reflect - Watch a video of our Charanga singers, Kim and Chris.</p>	
<p>PHSE</p> <p>Jigsaw Scheme – Changing Me</p> <p>By the end of the unit pupils will be able to:</p> <p>- explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>-describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up</p> <p>- recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p> <p>-express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p>	<p>To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>To express how I feel when I see babies or baby animals</p>	<p>To understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p> <p>To express how I might feel if I had a new baby in my family</p>	<p>To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>To recognise how I feel about these changes happening to me and know how to cope with those feelings</p>	<p>To identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>To recognise how I feel about these changes happening to me and how to cope with these feelings</p>	<p>To start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>To express how I feel when my ideas are challenged and be willing to change my ideas sometimes</p>	<p>To identify what I am looking forward to when I move to my next class</p> <p>TO start to think about changes I will make next year and know how to go about this</p>	

Term: Summer 2

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ART & Design <i>Plan Bee Scheme</i> By the end of the unit pupils will be able to:							
Design Technology Sandwich Snacks <i>Plan Bee Scheme</i> By the end of the unit pupils will be able to: - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - 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 - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet.	To taste a variety of different breads and sandwiches and examine flavours and textures.	To design and plan a sandwich for a particular purpose.	To be able to create a healthy sandwich.	To be able to evaluate a finished product.		
Geography River Nile / Ancient Egypt By the end of the unit pupils will be able to:							
History Ancient Egypt By the end of the unit pupils will be able to: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	To define the term ‘ancient’ in comparison to ‘modern’. To learn about life in ancient Egypt by studying artefacts	To explore the significance of pyramids to ancient Egyptians and consider what we can learn from them	To explore the role of the sphinx in Egyptian beliefs and architecture	To explore how ancient Egyptians recorded and communicated	To explore the tomb and artefacts of King Tutankhamun	To find out about the way of life in ancient Egypt.	To recall, select and organise historical information.
French By the end of the unit pupils will be able to:	Plan, create and write a description of a monster. What it looks like, where it lives etc.. Using all vocabulary learned to date - end of year oral assessment in parallel	Plan, create and write a description of a monster. What it looks like, where it lives etc.. Using all vocabulary learned to date - end of year oral assessment in parallel	Plan, create and write a description of a monster. What it looks like, where it lives etc.. Using all vocabulary learned to date - end of year oral assessment in parallel	To learn about the French celebration of Bastille Day	To plan Bastille Day celebrations including writing invitations		
RE Hinduism Would visiting the River Ganges feel special to a non-Hindu? To explain why water is important To describe a Hindu ritual that happens in the river and why it is important To empathise with the special feelings Hindus might have when taking part in rituals <i>Discovery RE Scheme</i>	Engagement To understand the importance of water	Investigation To explore the story of the River Ganges	Investigation To understand why Hindus visit the River Ganges	Investigation To understand why the River Ganges is important to Hindus	Evaluation To reflect on the question Would a non Hindu find it special to visit the Ganges?	Expression To reflect on what it would be like to visit the Ganges	
Games Rounders <i>Power of PE</i> By the end of the unit pupils will be able to list two teaching points of the skills developed in this lesson utilise this K+U to use the skills with success? use K+ U to suggest way their peers can improve	L.O 1 – Develop children’s co-ordination & ability to field effectively L.O 2 – Develop children’s understanding of the rules of Rounders	L.O 1 – Develop children’s co-ordination & ability to field & strike effectively L.O 2 – Develop children’s understanding of the rules of Rounders	L.O 1 – Develop children’s co-ordination & ability to field & strike effectively L.O 2 – Develop children’s understanding of the rules of Rounders	L.O 1 – Develop children’s co-ordination & ability to field & strike effectively L.O 2 – Develop children’s understanding of the rules of Rounders	L.O 1 – Develop children’s co-ordination & ability to field & strike effectively L.O 2 – Develop children’s understanding of the rules of Rounders		
PE Athletics <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 Face forwards or shake head?) use teaching points to hurdle effectively watch others and suggest ways for them to improve.	L.O 1 – To develop children’s ability to jump as far as they can! L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	L.O 1 – To develop children’s ability to jump as far as they can! L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	L.O 1 – To develop children’s ability to throw as far as they can! L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	L.O 1 – To develop children’s ability to ‘chest push’ as far as they can! L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	L.O 1 – To develop children’s ability to ‘chest push’ as far as they can! L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	L.O 1 – To develop pupils ability to hurdle effectively L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	

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