

Great Kingshill CE Combined School
Long Term Planning

Year Group: 3

Topic: The Stone Age to the Iron Age

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science Kapow Animals, movement and nutrition By the end of the unit secure pupils will be able to: - recall the three key functions of the skeleton (movement, support and protection). - describe a vertebrate, invertebrate, endoskeleton and exoskeleton. - identify and name the skull, spine, ribs and pelvis on a diagram. - recall that muscles cause movements in the body, some of which we control by choice and that they cause a movement by shortening and pulling on a bone. - recall that animals, including humans, need to eat food to survive. - describe some examples of how energy is used by the body and make comparisons about the energy demands between people. - list some of the seven nutrient groups, name foods that are good sources of them and describe what they are needed for in the body. - compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions.	Knowledge To explain the role of a skeleton. Working scientifically To group animals based on their physical properties.	Knowledge To recognise the main bones in the body. Working scientifically To measure and sort data.	Knowledge To explain how muscles are used for movement. Science in action To explore scientific advances.	Knowledge To explain how food is an essential energy source for animals. Working scientifically To gather and compare data to answer questions.	Knowledge To identify the main nutrient groups and their simple functions. Working scientifically To record information using secondary sources.	Knowledge To explain what makes a balanced diet. Science in action To explore how knowledge has progressed over time and how different jobs use this information.	
Computing Information Technology & Digital Literacy By the end of the unit pupils will be able to: - know how to use technology safely and respectfully, keeping personal information private - identify where to go for help and support if I have any concerns - collect, analyse, evaluate and present data and information.	To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help. To understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help.	To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help. To work as a team to design an educational e-safety game.	To build an educational e-safety game. To use knowledge of e-safety. To discuss and decide on a format for an educational game.	To play a series of educational e-safety games. To use knowledge of e-safety To circulate sensibly around the classroom To accurately read and follow instructions To play fairly – taking turns. To understand the importance of staying safe online.	To know what a database is used for. To understand what a database is To know how they are used To identify the different features of a database To search for information on a database.	To contribute to a class database. To design an avatar for a class database To successfully enter information into a class database.	To create a database about river animals. To add records to their database To know what a database field is To correctly add field information To word questions so they can be effectively answered using a search of their database.
Music Charanga Scheme Let Your Spirit Fly By the end of the unit pupils will be able to: - identify the piece's structure: Introduction, verse, chorus. - identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. - find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.	To appraise music influenced by gospel, soul and R&B, and identify its key features	To appraise and compare music using appropriate musical vocabulary; to maintain a steady pulse and recognise how pulse supports a piece of music.	To perform rhythmic patterns accurately using body percussion and instruments.	To sing with accurate pitch, clear diction and increasing control and use notes C, F, G to play a simple melody on tuned percussion (glockenspiel).	To compose simple melodic and rhythmic phrases on tuned percussion (glockenspiel)	To perform as part of an ensemble with confidence, accuracy and expression.	
PSHE <i>Jigsaw Scheme</i> Being Me By the end of the unit pupils will be able to:	To recognise my worth and identify positive things about myself and my achievements	To face new challenges positively, make responsible choices and ask for help when I need it	To understand why rules are needed and how they relate to rights and responsibilities	To understand that my actions affect myself and others and I care about other people's feelings	To make responsible choices and take action To work cooperatively in a group	To understand my actions affect others and try to see things from their points of view	

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- explain how my behaviour can affect how others feel and behave. - evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. - explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. - express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.	To set personal goals To know how to use my Jigsaw Journal value myself To know how to make someone else feel welcome and valued	To recognise how it feels to be happy, sad or scared To be able to identify if other people are feeling these emotions	To know how to make others feel valued	To understand that my behaviour brings rewards/consequences		To choose to follow the Learning Charter	
ART & Design Van Gogh <i>Plan Bee Scheme</i> By the end of the unit pupils will be able to: - 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 painting with a range of materials - about great artists in history	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.	
Geography The Stone Age to the Iron Age Enquiry: How did Britain change from the Stone Age to the Iron Age? Concept: Continuity and Change By the end of this unit, children will learn to: - describe and understand key aspects of physical and human geography - identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time						To analyse what the settlement at Skara Brae tells us about life in Neolithic Britain.	
History The Stone Age to the Iron Age Enquiry: How did Britain change from Stone Age to Iron Age? Concept: Continuity and Change By the end of this unit, children will be able to: - identify changes in Britain from the Stone Age to the Iron Age - know about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - develop a chronologically secure knowledge and understanding of British, local and world history - establish clear narratives within and across the periods they study - note connections, contrasts and trends over time and develop the appropriate use of historical terms. - address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	To order historical events chronologically To discover the ways Stone Age people communicated	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 explore the significance of Stonehenge.	To analyse what the settlement at Skara Brae tells us about life in Neolithic Britain.	

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understand how our knowledge of the past is constructed from a range of sources.							
MFL Spanish Language Angels Los Saludos (Greetings) By the end of this unit, pupils will learn the vocabulary for basic greetings in Spanish enabling the pupils to participate in a short oral conversation.	To explore basic greetings in Spanish to allow for a simple, short exchange.	To learn how to say ‘my name is...’ in Spanish.	To learn how to say ‘how are you?’ in Spanish.	To learn three different responses to the question ‘how are you?’ in Spanish.	To learn how to say ‘goodbye’ in Spanish.	To learn how to say ‘see you later’ in Spanish.	
RE Islam Jigsaw RE Key question: <i>Does completing pilgrimage make a person a better Muslim?</i> By the end of this unit, children will be able to: - consider a special journey I have taken or would like to take and explain the feelings it may cause - describe important places and actions on the Hajj - consider if completing the Hajj makes a person a better Muslim and say why or why not	To plan what I might need for a special journey	To consider what preparation might be needed to visit Makkah for Hajj	To explain what happens at different stages of Hajj	To explain how a Muslim might act and feel at different stages of Hajj	To consider a special journey I have taken or would like to take and explain the feelings it may cause To describe important places and actions on the Hajj To consider if completing Hajj makes a person a better Muslim and say why or why not	To write a postcard describing a special journey	
PE OAA PE Passport By the end of this unit, children will be able to: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - perform dances using a range of movement patterns - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best	To know how to use the process of elimination to work out symbols I don't know To work as part of a team	To communicate well and negotiate to solve problems in a group To work together in a small group to solve problems	To know my compass points To negotiate with my group	To know the importance of listening to others and communicating well To work with others to solve problems	To know how to orientate a map and find clues To identify areas of the school grounds using a map	To know how to take turns and use equipment safely To identify where a number of controls are situated around the school grounds via photographic clues	
PE Football PE Passport By the end of this unit, children will be able to: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best	To be on the balls of my feet when waiting to receive a pass To trap a ball and cushion it when receiving	To know why it's important to take touches with different parts of the foot when dribbling To dribble a ball using both feet and manipulate it using different parts of the foot	To get the ball out wide and use the full width of the pitch To turn confidently with a football To understand the importance of attacking in sport and competition	To know how to defend against someone in a 1v1 situation To compensate for a numerical disadvantage by being very well organised when defending as a team	To attack decisively with the ball and pass and move into space quickly To defend well, watching the ball, jockeying to await the moment to pounce and being decisive	To know the importance as a defender of getting into a sideways position where you can see the ball and your opponent To progress the attack quicker by getting into sideways positions when receiving the ball To understand the importance of attacking in sport and competition	

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Forest School Autumn	By the end of this unit, children will be able to: • know the rules and routines of Forest School • identify seasonal changes – Trees and plants in the local area, Weather • explore and identify living things in our Forest – Trees, fungi and minibeasts using identification charts • understand the risks and safety instructions of Fire – make S’mores safely
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