

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 Scheme Forces and Magnets Pupils who are secure will be able to: - identify examples of pushes, pulls and twists. - define a force, including describing, naming and classifying contact and non-contact forces. - describe the relationship between friction and the roughness of a surface. - identify examples of friction being useful or not. predict attraction and repulsion between like and opposite poles. - identify examples of magnetic and non-magnetic materials. - name some examples of types of magnets and compare their strengths. - describe some examples of the uses of magnets	Knowledge To describe the effects of contact forces. Working scientifically To label a diagram using arrows and scientific vocabulary.	Knowledge To recognise the effects and uses of forces. Working scientifically To write a scientific conclusion identifying cause and effect.	Knowledge To interpret how and why things move differently on different surfaces. Working scientifically To plan an investigation using variables.	Knowledge To describe the effects of magnets. Working scientifically To write a method.	Knowledge To compare the properties of different types of magnets. Working scientifically To display data using a bar chart.	Knowledge To explain the uses of magnets. Working scientifically To research the uses of magnets.	
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 and 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 Glockenspiel Stage 1 By the end of the unit pupils will be able to: play and read the notes C, D, E + F.	To identify and play the notes B, A and G on a glockenspiel.	To begin to recognise music notation and how rhythm and pitch are represented.	To understand the term rhythm and develop recognition of musical notation	To read and perform simple rhythmic patterns using standard notation.	To read and perform simple melodic phrases using C, D, and E.	To compose and accurately note down a simple melodic phrase.	
PSHE <i>Jigsaw Scheme</i> Celebrating Difference By the end of the unit pupils will be able to: - describe different conflicts that might happen in family - or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. - explain when my involvement with conflict situations affected other people’s feelings and why this made the situations better or worse. - explain the effect this had on relationships. - tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help. - explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions. - suggest ways that I might act in these situations.	To understand that everybody’s family is different and important to them To appreciate my family/the people who care for me	To understand that differences and conflicts sometimes happen among family members To know how to calm myself down and can use the ‘Solve it together’ technique	To know what it means to be a witness to bullying To know some ways of helping to make someone who is bullied feel better	To know that witnesses can make the situation better or worse by what they do To problem-solve a bullying situation with others	To recognise that some words are used in hurtful ways To try hard not to use hurtful words (e.g. gay, fat)	To tell you about a time when my words affected someone’s feelings and what the consequences were To give and receive compliments and know how this feels	
Design Technology Great British Inventions <i>Plan Bee Scheme</i>	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		

Term: Autumn 2

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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 - 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					lives.		
Geography The Stone Age to 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 design an ideal settlement for an Iron Age hillfort settlement			
History 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 the unit pupils will be able to: - know about changes in Britain from the Stone Age to the Iron Age - know about Bronze Age religion, technology and travel, for example, Stonehenge - know about Iron Age hill forts: tribal kingdoms, farming, art and culture - 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. - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources.	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	
MFL Spanish Language Angels Aprendo español (I Am Learning Spanish) By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.	To introduce the Hispanic world and Spanish as a subject on their curriculum.	To learn how to use key greetings, as well as ask and answer the question ‘how are you?’ in Spanish.	To learn how to ask and answer the question ‘what is your name?’ in Spanish.	To recognise, recall and spell numbers 1-10 in Spanish.	To recognise, recall and spell 10 different colours in Spanish.	To revise and consolidate all language covered in the unit and complete the end of unit assessment.	

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RE Christianity Jigsaw RE <i>Key question: Has Christmas lost its true meaning?</i> By the end of the unit pupils will be able to: - explain what Christmas means to me and talk about whether this involves giving and receiving gifts - start to explain that Jesus was God in human form and why God gave him to the world - start to tell you what Christmas means to Christians and what it’s true meaning might be to them and to me	To talk about what the Christmas celebrations or holidays mean to me	To start to explain why certain Christmas items or symbols might be meaningful to Christians	To start to explain why kindness might be meaningful to Christians at Christmas	To start to consider how a Christian might explain why Jesus was sent to Earth	To explain what Christmas means to me and talk about whether this involves giving and receiving gifts To start to explain that Jesus was God in human form and why God gave him to the world To start to tell you what Christmas means to Christians and what it’s true meaning might be to them and to me	To explain what Christmas means to me and talk about what gift I would like to give to the world	
PE Gymnastics – Linking Movements Together PE Passport By the end of this unit, children will be able to: - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best	To know the difference between a point and a patch To know how to spin with control To step gracefully and with control To turn through 90, 180, 270 and 360 degrees To spin on points and patches	To know the importance of working at different levels To know how to move from one shape to another smoothly To hold balances with good control To find ways of moving out of one balance and into another	To know the importance of contrasts in my work To know how to perform symmetrically and asymmetrically To show different graceful ways of getting from floor to ground and vice versa To link high and low moves	To know how to use the space available to the best of my ability To know the importance of control in everything I do To explore a variety of rolls To create a sequence of rolls and balances	The importance of a good starting and finishing position To move with control with good quality transition To travel on patches close to the ground To perform with work at contrasting levels	To know the importance of uplevelling my work and acting upon feedback To know my own ability and choose to perform moves which are within my limitations To perform a range of gymnastic movements at my own level To link movements seamlessly	
PE Basketball 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 know how to vary movement to control the ball on the move To control a basketball using both hands and perform various skills	To know the basic rules of basketball To control the ball on the move by dribbling	To know the techniques of passing the ball To pass the ball using good techniques	To know how to maintain procession of the ball To pass the ball on the move with good technique	To know how to shoot the basketball To use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball	To know the principles of attacking and defending when playing a competitive game To dribble, pass and shoot the basketball using correct technique to play in a game	
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						