

Great Kingshill CE Combined School
Long Term Planning

Year Group: 3

Topic: Rivers

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science Kapow scheme Rocks and Soil Pupils who are secure will be able to: - define the term rock. - describe the appearance of different rocks, identifying both crystals and grains. - group rocks by their absorbency, hardness and reaction to acid rain (vinegar). - list the different factors that break down rocks. - describe fossil formation and identify fossils in rocks. - describe the work of a palaeontologist. - name, describe and compare some different categories of soil. - list some of the benefits of earthworms to the soil. - identify and describe the comparative size and weight of the layers in a sedimentation jar.	Knowledge To group rocks using their appearance. Working scientifically To observe the appearance of rocks closely, using a magnifying glass.	Knowledge To group rocks using their physical properties. Working scientifically To make predictions, suggest improvements and explain observations over time.	Knowledge To describe the process of fossil formation. Working scientifically To present research on fossil formation.	Knowledge To identify fossils and group rocks accordingly. Working scientifically To use the fossil record to answer questions about the past.	Knowledge To compare soils and how they were formed. Working scientifically To record the drainage rate for different soils in a bar chart.	Knowledge To describe a soil sample using sedimentation. Working scientifically To draw and label a diagram.	
Computing Computer Science & Digital Literacy By the end of the unit pupils will be able to: - know what an algorithm. - write a program that accomplishes a specific goal using repetition with variables. - use technology safely, respectfully and responsibly. - understand the opportunities computer networks offer for communication and collaboration.	To write an accurate algorithm (set of instructions) so that sandwich bot will make a jam sandwich. To understand the basic functions of 2Logo.	To understand the advanced functions of 2Logo. To review understanding of the 2Logo processes and functions.	To write a program that accomplishes a specific goal. To log on to computer To log on to Purple Mash To find 2Logo To apply understanding of basic and advanced functions to solve a specific goal.	To write a program that accomplishes a specific goal. To log on to computer To log on to Purple Mash To find 2Logo Tp apply understanding of basic and advanced functions to solve a specific goal.	To learn how to use email safely. To open and respond to an e-mail. To write an e-mail using an address book.	To add an attachment to an e-mail. To explore a simulated e-mail scenario.	
Music Charanga Scheme Three Little Birds By the end of the unit pupils will be able to: - identify the piece’s structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. - identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. - find the pulse and identify funky rhythms, tempo changes and dynamics.	To listen to and appraise reggae music, identifying its key features and instruments.	To appraise and compare songs within a genre; to maintain a steady pulse and recognise the off-beat rhythms used in reggae music.	To perform rhythmic patterns accurately using voice, and body and tuned percussion.	To sing with accurate pitch, rhythm and expression in a reggae style	To compose simple rhythmic and melodic phrases tuned percussion.	To perform confidently with voice and percussion, as an individual/pair and part of an ensemble.	
PSHE <i>Jigsaw Scheme</i> Goals and Dreams By the end of the unit pupils will be able to: - explain the different ways that help me learn and what I need to do to improve. - analyse my learning strengths and use this to design clear steps to help me improve - be confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. - confidently discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.	To tell you about a person who has faced difficult challenges and achieved success To respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)	To identify a dream/ambition that is important to me To imagine how I will feel when I achieve my dream/ambition	To enjoy facing new learning challenges and working out the best ways for me to achieve them To break down a goal into a number of steps and know how others could help me to achieve it	To be motivated and enthusiastic about achieving our new challenge To know that I am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge	To recognise obstacles which might hinder my achievement and take steps to overcome them To manage the feelings of frustration that may arise when obstacles occur	To evaluate my own learning process and identify how it can be better next time To be confident in sharing my success with others and store my feelings in my internal treasure chest	

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Art Plan Bee Scheme Plant Art By the end of this unit, children will be able to: - make careful observations - mix different tints, shades and tones of colour - create the illusion of depth within a picture - create their own 3D flower sculpture from clay. - plan and create their own artwork using all the skills that they have learnt.	To appreciate the work of different artists	To develop observational skills	To know how to create tints, shades and tones of colour	To know how to create depth in an artwork	To create sculptures using clay	To plan and create a piece of artwork	
Geography Rivers Enquiry: How do rivers shape and impact the land? Concept: Place Knowledge By the end of this unit, children will be able to: - locate the world’s countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rivers of the world. - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - describe and understand key aspects of physical geography, including rivers and the water cycle. - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To name and locate the countries in the UK and Great Britain	To locate major rivers and seas in the UK	To locate the key rivers of the world.	To explain the water cycle.	To name the key components of a river journey To describe the key features of a river system.	To understand the journey of the River Thames	
MFL Spanish Language Angels Los colores y los números (Colours & Numbers) By the end of the unit pupils will learn to count to 10 as well as learning 10 common colours in Spanish.	To recognise and recall 5 different colours in Spanish.	To recognise and recall a further 5 different colours in Spanish.	To consolidate all 10 colours introduced in the unit so far through a variety of listening and speaking activities.	To recognise and recall numbers 1-5 in Spanish.	To recognise and recall numbers 6-10 in Spanish.	To consolidate all numbers from 1-10 in Spanish through a variety of listening and speaking activities.	
RE Christianity <i>Jigsaw RE</i> Key question: <i>Could Jesus heal people? Did He perform miracles or was there some other explanation?</i> By the end of this unit, children will be able to: - talk about some of the things in the world that people think of as miracles and whether there might be another explanation - explain one Christian viewpoint about one of Jesus’ healing miracles - start to say whether I think Jesus actually healed people or not	To explain what I think a miracle is	To explain one Christian viewpoint about one of Jesus’ healing miracles (healing of the leper)	To explain one Christian viewpoint about one of Jesus’ healing miracles (healing of the blind man)	To explain one Christian viewpoint about one of Jesus’ healing miracles (healing of the paralysed man)	To talk about some of the things in the world that people think of as miracles and whether there might be another explanation To explain one Christian viewpoint about one of Jesus’ healing miracles To start to say whether I think Jesus actually healed people or not	To talk about a miracle I would like to see happen in the world today	
PE Tag Rugby PE Passport	To know how to hold a rugby ball	To only pass the ball backwards.	To run at pace and commit a defender when attacking	To support the ball carrier by staying just behind them	To stagger the attacking line and why we do that	To know the offside rule	

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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 - compare their performances with previous ones and demonstrate improvement to achieve their personal best	To scoop a ball up from the floor	To pocket pass with accuracy from my right and left	To pass a rugby ball backwards accurately	when in the attacking line To pass backwards consistently	To pass, missing out players in a line	To apply a range of skills effectively in a game of rugby	
PE Health Related Fitness PE Passport By the end of this unit, children will be able to: - use running, jumping, throwing and catching in isolation and in combination - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best	To know how to adapt exercises to make them easier/harder To warm up and cool down after exercise	To know what flexibility is and why it is important in life To perform a variety of yoga poses	To know why core strength and flexibility are important in almost every sport To demonstrate good core strength	To know what plyometrics are and how practising them can benefit me in PE To jump dynamically	To know what different parts of my body should be doing when I am sprinting To demonstrate good sprinting technique	To know why it is important to cool down and stretch after vigorous exercise To refine my techniques	
Forest School Spring	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 - use tools safely –To create tent pegs using knives (Whittling) - learn some basic knots – Reef, Tension knots - understand the risks and safety instructions of fire – make popcorn safely						