

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 Light and Shadows Pupils who are secure will be able to: - recall examples of light sources, objects that do not give out light and that darkness is the absence of light. - describe ways to protect eyes from harm. - describe what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image. - describe how shadows form and identify patterns between groups of materials and the shadows produced. - recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow - describe the pattern of changing shadows throughout the day. - describe how the light source's distance affects the shadow's size. - explain why a particular material is appropriate to make a shadow puppet and use knowledge of shadows to animate it.	Knowledge To explain the role of light sources. Working scientifically To plan and draw a results table.	Knowledge To compare light reflecting on different surfaces.	Knowledge To recognise which materials cast a shadow. Working scientifically To ask testable questions and plan how to answer them.	Knowledge To summarise how shadows change throughout the day. Working scientifically To evaluate a method.	Knowledge To investigate how the distance of the light source affects the size of its shadow. Working scientifically To find patterns in data and form conclusions.	Knowledge To tell a story using shadow puppets. Science in action To recall how different people work with light and shadows.	
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 To 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 The Dragon Song By the end of the unit pupils will be able to: - identify the themes: Kindness, respect, friendship, acceptance and happiness. - identify the instruments/voices: Keyboard, drums, bass, a female singer. - explain how the words of the song tell a story? Does the music create a story in your imagination? What story?	To listen to and appraise a piece of music, identifying key musical features.	To sing with increasing accuracy, control and expression, including maintaining a steady pulse and clear diction	To read and perform simple rhythmic notation with confidence on tuned percussion (glockenspiel).	To improvise and develop simple melodic and rhythmic ideas.	To compose and organise musical ideas into simple, noted melodies	To perform as part of an ensemble with confidence and control and evaluate performances using appropriate musical vocabulary.	
PSHE <i>Jigsaw Scheme</i> Healthy Me By the end of the unit pupils will be able to: - identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. - judge the levels of risk involved in different situations and To select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom. - express how being anxious/ scared and unwell feels. - express and respond appropriately to feelings of anxiety or fear or when I feel unwell.	To understand how exercise affects my body and know why my heart and lungs are such important organs To set myself a fitness challenge	To know that the amount of calories, fat and sugar I put into my body will affect my health To know what it feels like to make a healthy choice	To tell you my knowledge and attitude towards drugs To identify how I feel towards drugs	To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help To be able to express how being anxious or scared feels	To identify when something feels safe or unsafe To take responsibility for keeping myself and others safe	To understand how complex my body is and how important it is to take care of it To respect my body and appreciate what it does for me	

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DT Storybooks Plan Bee Scheme By the end of this unit, children will be able to: - explore moving parts in a variety of storybooks - learn how to recreate some of these moving parts using a variety of tools and techniques - investigate different types of fonts and graphics. - design, create and evaluate their very own moving storybooks	To investigate and evaluate products with lever and linkage systems.	To experiment with a range of techniques to create moving mechanisms.	To explore and experiment with a range of different fonts and graphic techniques.	To be able to plan and design a storybook.	To be able to make a storybook with moving mechanisms using a design.	To be able to evaluate a finished product	
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: - 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, and 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. - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	To compare and contrast river usage	To compare and contrast two rivers. To understand environmental factors that pollute rivers	To understand the causes of river pollution both human and environmental To identify the most polluted rivers in the world.	To recap the learning of rivers and landscapes To begin my own river project on a river of choice to be presented to the class	To create a presentation about river of choice	To summarise the key elements of learning about rivers	
MFL Spanish Language Angels Me presento (Presenting Myself) By the end of the unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. In this unit pupils focus on asking questions as well as providing accurate replies and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	To revise basic greetings and will learn how to 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 consolidate numbers 1-10 and progress to learning numbers 11-20 in Spanish.	To consolidate knowledge of numbers 1-20 in Spanish and apply this knowledge to be able to say how old they are.	To learn how to ask and answer the question 'where do you live?' in Spanish and use some simple adjectival agreement.	To revise and consolidate all language covered in the unit and complete the end of unit assessment.	
RE Christianity Jigsaw RE Key question: <i>What is good about Good Friday?</i> By the end of the unit, children will be able to: - reflect on what I think might or might not be good about the story of Easter as a rescue - tell you why Christians might see Jesus' death as important - reflect on the Easter story and explain what might be good about Good Friday to a Christian	To explain how somebody might rescue or help others in a difficult situation	To start to tell you why Jesus' death might be important to Christians because of what happened at the Last Supper	To start to tell you why Jesus' death might be important to Christians because of what happened after the Last Supper	To start to tell you why Jesus' death might be important to Christians because of what happened on Good Friday	To reflect on what I think might or might not be good about the story of Easter as a rescue To tell you why Christians might see Jesus' death as important To reflect on the Easter story and explain what might be good about Good Friday to a Christian	To reflect on how rescuing somebody by taking action or showing them a better way to live might be a good thing	
PE Yoga 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] - compare their performances with previous ones and demonstrate	To know how to prepare my body by breathing and stretching To perform a variety of poses	To breathe and follow instructions To hold positions with good alignment and shape	To know how to maintain concentration and avoid distraction To work with control and isolating body parts	To know how to meditate To control my breathing as exercising	To know how to relax	To know the benefits of learning some yoga poses	

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improvement to achieve their personal best							
PE Tennis 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best	To know what the ‘ready position’ is To take up a ‘ready position’ and move into good positions to strike a ball	To hit with a good full backswing To hit consistent forehand returns	To know that I can play backhand with one hand or two, whichever feels more comfortable To get into good positions to play backhand shots	To volley a ball by deflecting it downwards To volley a ball on the forehand and backhand striking the ball downwards	To know the rules of tennis To serve from the baseline into my opponent's side of the court	To know my own and my opponent's strengths and weaknesses To use tactics against an opponent	
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						

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