

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
Science Kapow Plant reproduction Pupils who are secure will be able to: - identify what plants need to grow healthily. - describe the structure and function of the parts of flowering plants. - investigate how plants transport water. - describe the life cycle of a flowering plant. - explain seed dispersal methods.	Knowledge To identify the growth and survival needs of plants. Working scientifically To pose relevant questions.	Knowledge To describe the relationship between structure and function in plants. Working scientifically To design simple results tables.	Knowledge To investigate how water is transported in plants. Working scientifically To plan a simple enquiry.	Knowledge To explore the role of flowers in the life cycle of a plant. Working scientifically To complete, read and interpret data in a bar chart.	Knowledge To apply knowledge of plant life and growth. Working scientifically To identify and suggest changes to an enquiry.	Knowledge To explore seed dispersal methods. Working scientifically To use results to draw conclusions.	
Computing Computer Science & Information Technology By the end of the unit pupils will be able to: - know what an algorithm is. - write a program that accomplishes a specific goal using repetition with variables. - explain what a simulation is. - analyse and evaluate a simulation.	To find out what a simulation is and understand the purpose of simulations. To explore a simulation, making choices and discussing their effects.	To work through and evaluate a more complex simulation. To recognise patterns within simulations and make and test predictions. To identify the relationships and rules on which the simulations are based and test their predictions. To evaluate a simulation to determine its usefulness for purpose.	To review previous coding knowledge. To understand what a flowchart is and how flowcharts are used in computer programming.	To understand that there are different types of timers. To select the right type of timer for a purpose. To understand how to use the repeat command.	To use coding knowledge to create a range of programs. To understand the importance of nesting. To design and create an interactive scene.	To design and create an interactive scene. To use the properties table to set the properties of objects. To plan their scene and code before they create their program. To confidently make several different things happen in a program.	
Music Charanga Scheme Bringing Us Together By the end of the unit pupils will be able to: - find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics. - identify the instruments/voices you can hear: 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 music, identifying instruments, structure and musical features	To recognise the recorder as a wind instrument and begin to play notes with correct posture, fingering and breath control. https://charanga.com/c/1314439-instruments/1368527-first-notes-to-first-band/1368530-recorder/lessons/601102-act-1-first-notes	To recognise the recorder as a wind instrument and begin to play notes with correct posture, fingering and breath control. https://charanga.com/c/1314439-instruments/1368527-first-notes-to-first-band/1368530-recorder/lessons/601102-act-1-first-notes	To read and play simple melodic phrases on a wind instrument (recorder) using correct pitch and rhythm.	To read musical notation when playing and rehearsing musical pieces on a wind instrument (recorder).	To perform confidently as part of an ensemble, demonstrating control, accuracy and expression on w wind instrument (recorder).	
PHSE <i>Jigsaw Scheme</i> Relationships By the end of the unit pupils will be able to: - explain how my life is influenced positively by people I know and also by people from other countries. - explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens. - explain why my choices might affect my family, friendships and people around the world who I don't know. - express a sense of the responsibility we have for each other because of these connections.	To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females To describe how taking some responsibility in my family makes me feel	To identify and put into practice some of the skills of friendship. To know how to negotiate in conflict situations to try to find a win-win solution	To know and use some strategies for keeping myself safe online To know who to ask for help if I am worried or concerned about anything online	To explain how some of the actions and work of people around the world help and influence my life To show an awareness of how this could affect my choices	To understand how my needs and rights are shared by children around the world and to identify how our lives may be different To empathise with children whose lives are different to mine and appreciate what I may learn from them	To know how to express my appreciation to my friends and family To enjoy being part of a family and friendship groups	

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Design Technology <i>Plan Bee Scheme</i> Sandwich Snacks 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 create a healthy sandwich.	To evaluate a finished product.		
History Ancient Egypt Enquiry: What made Ancient Egypt a great civilisation? Concept: Cause and Consequence By the end of the unit pupils will be able to: • explain the achievements of the earliest civilisations • develop a chronologically secure knowledge and understanding of 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 define the term ‘ancient’ in comparison to ‘modern’.	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.	
MFL Language Angels Spanish En mi pueblo (In My Town)	To introduce two different places in town in Spanish and start to explore the patterns and sounds of language through song.	To learn another place in town in Spanish and continue to explore the patterns and sounds of language through song.	To learn another place in town in Spanish and continue to explore the patterns and sounds of language through song.	To learn another place in town in Spanish and continue to explore the patterns and sounds of language through song.	To learn another place in town in Spanish and continue to explore the patterns and sounds of	To learn a final place in town in Spanish and continue to explore the patterns and sounds of	

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By the end of the unit pupils will learn the vocabulary for 7 key places in a town. Pupils will have the opportunity to also learn a key phrase for each location in Spanish.					language through song.	language through song	
RE Sikhism Jigsaw RE Key question: <i>Do Sikhs think it is important to share?</i> By the end of the unit, children will be able to: • discuss why it is important to share even though it is not always easy • describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs • begin to tell you if I think sharing is important or not to Sikh and which actions I think may be more or less important	To discuss why it is important to share even though it is not always easy	To talk about why Sikhs might choose to share	To begin to explain an example of sharing in Sikhi history which may impact on a believer today	To talk about why Sikhs sit and share food (Langar) together in the Gurdwara and how this shows their belief in equality	To discuss why it is important to share even though it is not always easy To describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs To begin to tell you if I think sharing is important or not to Sikhs and which actions I think may be more or less important	To say how it feels to share and explain how this contributes to a sense of belonging	
PE PE Passport Dance – Egyptians By the end of this unit, children will learn 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 develop a motif demonstrating some agility, balance, coordination and precision	To creatively change static actions into travelling movements	To use chance choreography to create a sequence To communicate effectively with a partner	To use chance choreography to create a sequence To communicate effectively within a group	To develop a motif demonstrating some agility, balance, coordination and precision To work in a group to perform different poses	To recognise good timing, execution and performance skills.	
PE PE Passport Cricket By the end of the year, 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	To know how a good ready position can give you an advantage when fielding To Throw accurately and powerfully	To know how to grip a ball when bowling To bowl a ball overarm with a straight arm	To know how to grip the bat To stand sideways-on, with a high back lift, ready to receive a ball	To know how to position myself when wicket keeping so there are no obstructions to my vision To take up a wicket keeping stance and take balls bowled on both sides of the wicket	To know the different calls I can make as batsman To bowl with a run up	To know why I need to call my name if going for a high catch To play purposefully in a competitive game, taking on multiple roles effectively	
Forest School Summer	By the end of this unit, children will be able to: • know the rules and routines of Forest School • use man-made materials to construct shelters –Tarpaulins, ropes and pegs • identify seasonal changes– Trees, Plants, Weather in the local area • identify pond life • understand the risks and safety instructions of fire						