

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 Making Connections: Does handspan affect grip strength? Scientific Inventions By the end of this unit, pupils who are secure will be able to: - recall key knowledge from previous units. - apply knowledge in new contexts.	Knowledge To revise the units <i>Movement and nutrition</i> and <i>Rocks and soil</i>. Working scientifically To plan a pattern seeking enquiry.	Knowledge To revise the units <i>Movement and nutrition</i> and <i>Plant reproduction</i>. Working scientifically To gather and record data.	Knowledge To revise the unit <i>Forces and magnets</i>. Working scientifically To conclude and evaluate the investigation.	Knowledge To revise the unit <i>Uses of materials</i>. Working scientifically To use sets of data to inform design.	Knowledge To revise the units <i>Light and shadows</i> and <i>Movement and nutrition</i>. Working scientifically To report on my findings using a shadow puppet display.		
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 Reflect, Rewind and Reply By the end of the unit pupils will be able to: - develop their listening ear and recognise instruments within a piece of music - keep a steady pulse when playing an instrument - compose their own piece of music showing an awareness of rhythm and melody.	To listen and identify instruments in music.	To listen and identify instruments in music; to keep a steady pulse while exploring and rehearsing musical ideas.	To listen and identify instruments in music; to create and develop simple rhythm and melody ideas to use in a composition.	To listen and identify instruments in music; to create and develop simple rhythm and melody ideas to use in a composition.	To listen and identify instruments in music; to build a piece of music over time by adding and improving musical sections.	To listen and identify instruments in music; to perform a composed piece of music and talk about the choices made.	
PHSE <i>Jigsaw Scheme</i> Changing Me By the end of the unit pupils will be able to: - explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. - describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up - recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. - express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.	To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby To express how I feel when I see babies or baby animals	To understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow To express how I might feel if I had a new baby in my family	To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process To recognise how I feel about these changes happening to me and know how to cope with those feelings	To identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up To recognise how I feel about these changes happening to me and how to cope with these feelings	To start to recognise stereotypical ideas I might have about parenting and family roles To express how I feel when my ideas are challenged and be willing to change my ideas sometimes	To identify what I am looking forward to when I move to my next class To start to think about changes I will make next year and know how to go about this	
ART & Design <i>Plan Bee Scheme</i> Indian Art By the end of the unit pupils will be able to: to create sketch books to record their observations	To explore the history and styles of Indian painting.	To explore the art displayed during the Indian elephant festival.	To explore and create Mehndi patterns.	To explore the Indian block-printing technique	To explore and create rangoli patterns.		

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• use sketchbooks to review and revisit ideas • improve their mastery of art and design techniques, including painting with a range of materials • know about great artists in history							
Geography River Nile / 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: • understand geographical similarities and differences through the study of human and physical geography in a country in the wider world • explore human and physical characteristics and 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 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 describe the location and features of the River Nile.	To describe the journey of the River Nile from source to mouth.	To find out the positive and negative effects of the Aswan High Dam on the River Nile.	To explore the physical and human geography of the Nile Delta.	To explore uses for the River Nile and how these have changed over time.	To describe in detail a journey up the River Nile in Egypt.	
MFL Spanish Language Angels Mi familia (My Family) By the end of the unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.	To recognise, recall and spell different family members with the correct definite article/determiner in Spanish.	To consolidate the nouns and definite articles/determiners for family members and learn how to use the possessive adjective ‘my’ in Spanish with increasing accuracy.	To learn how to ask and answer the question ‘do you have any siblings?’ in Spanish.	To introduce their own/fictitious family members in Spanish. This will involve moving from 1st person singular ‘my name is’ to 3rd person singular ‘he/she is called’.	To learn numbers 1-100 in Spanish and be able to say how old their own/fictitious family members are.	To revise and consolidate all language covered in the unit and complete the end of unit assessment.	
RE Hinduism Jigsaw RE Key question: <i>Would visiting the River Ganges feel special to a non-Hindu?</i> By the end of this unit, children will be able to: • explain why water might be important to me • describe a ritual that might happen at or in the Ganges and explain why it is important to the Sanatanis taking part • explain the significance of the Ganges to Sanatanis and how carrying out a ritual there might make a person feel like a better Sanatani	To explain the importance of water	To explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything	To say what actions Sanatanis might carry out in the river Ganges	To explain why Sanatanis might carry out certain actions in the river Ganges	To explain why water is important To describe a ritual that happens at the Ganges and explain why this is important and significant to Sanatanis To say how or why I think these actions might make somebody a better Sanatani	To explain the importance of water and how I might protect it	
PE PE Passport Rounders 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],	To make decisions about when to run and when not to To send using good throwing technique	To position myself sideways on when both striking and bowling To develop basic bowling and batting skills	To know what a 'no-ball' is To develop my throwing skills	To decide which ground fielding technique to use at any given time To field the ball off the ground using a variety of techniques	To call my name if going for a high catch To catch high balls comfortably	To know how to back up other fielders To perform well in a range of positions in a competitive game To have the opportunity to	

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and apply basic principles suitable for attacking and defending						receive and act on feedback	
PE PE Passport Athletics 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 start a sprint race To use the correct technique to start a sprint race	To know which my take-off foot is To hurdle efficiently and consistently	To know that my furthest landing point backwards, in long jump and triple jump, is the point measured in competition To develop the technique and consistency of my jumps	To position my body sideways-on when throwing To throw overarm accurately	To know how to remember the technique for triple jump To accurately replicate the technique for running, jumping and throwing events	To know how to measure my own and others' performances To replicate the techniques for running, jumping and throwing events in competitive situations	
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						