Perry Hall Primary School

Long Term Planning 2018- 2019

Year 3

Skills and knowledge objectives

|  |  |  |  |  |  |  |
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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic title**  |  | **The First People** | **Become a rock star!**  | **Ancient Egypt – Tombs, Torches and Timekeepers** |
| **Key Questions** |  |  |  |
| **Visits/visitor/residential****(date and place/person)**  |  | Moseley Bog (bronze age burnt mounds) or Mitchells Fold Stone Circle (Shropshire bronze age stone circle) | Lapworth Geology Museum  | Wrens Nest – fossil hunting | Birmingham Museum – Egyptian collection | Egypt escape room – Clever Cloggs |
| **Books that link** | Tin ForestThe PresentAfter the Fall | **The boy with the bronze axe** **Stone Age Boy****How to Wash a Woolly Mammoth**Stone Age Tablet (non-fic newspaper type)  The Ice Monster – David WalliamsCave baby The First Drawing Secrets of Stonehenge | **Journey to the Centre of the Earth (Usborne or Classic Starts)**Dragon in the rocks (Mary Anning) Stone Girl Bone Girl (Mary Anning)  The Street Beneath My Feet (non-fic) Class Reader - The Wizard of Oz   | **The Egyptian Cinderella****Shakespeare - Anthony and Cleopatra: Shakespeare stories for children****Ma’at’s Feather – a story set in Ancient Egypt**The Story of Tutankhamun (Carr’s discovery) So you think you’ve got it bad… Ancient Egypt  |
| **Subjects**  |  |  |  |  |  |  |
| **Science**  |  | Forces – magnetism (bronze and iron – magnetic)Pushes and pulls/intro to friction – wheel cart | Rocks and fossils – create their own pop up museum (H & PSTT)  | Animals including humans – muscles and movement inc skeletons / exoskeletons in fossils | Plants – link to Egyptian farming (crop rotation) | Light and Shadow – reflective materials and torches to see inside the pyramids/ obelisk as a sun dial (PB) |
| **Geography**  |  | Locating UK in the world, UK areas then finding UK settlements of that era – reasons for settlingFieldwork – identifying local settlements / henges on maps (OS, digital etc)1, 3, 9, 10, 11, 12 | Local area study – mining (OS maps and grids)8, 9, 10, 11, 12 |  | Identify Egypt on map in relation to position and significance – Equator, hemisphere, tropics etc. Identify rivers – Nile and compare to UK’s. Identify desert – Sahara and compare to others in world. 2, 4, 5, 6, 7, 9, 10,  |  |
| **Art**  |  | Cave painting – mixing natural colours – paint on to stone and paper1, 2, Clay carving as cave drawing1,2  |  | Fossils – natural patterns replicating in observational sketches (Edward Lear, William Clift) and different media (e.g. printing). 1, 2, 3  | Egyptian masks1, 2 | Hieroglyphic patterns on paper then create a cartouche (clay)1,2 |
| **D&T** |  | Wow day – Biscuit Stonehenge, jewelleryDesign, make and evaluate an iron age round house2, 3, 4, 5, 6Invention of the wheel – make a moving cart1, 3, 4, 5 , 6 | Food tech – Cornish pasties – design, make an evaluate a food which can be easily eaten for lunch whilst mining.2, 3, 4, 5, 6 | Create fossils then research, design and make own excavation kit. 2, 3, 4, 5, 6 | Make a shaduf (irrigation/water collection) – levers and linkages2, 3, 4, 5, 6, 7 |
| **Music**  | CHARANGA  | Cave baby – Lullabies |  |  | Create and compose a ceremonial chant for the Gods |  |
| **PE**  |  | Dance – mimicking poses from cave painting – put together to create dance. 4, 6 | Competitive team games (choice of badminton, basketball, cricket, football, hockey, netball, rounders and tennis)1,2 ,5 | Gymnastics (links to Egyptians) 3, 1, 5, 6 | Athletics (links to Egyptian events – javelin, tug of war, sprint)3, 1, 5, 6 |
| **PSHE**  |  |  |  |  |  |  |
| **Computing**  | PURPLE MASH | Programming instruction to navigate a programmable robot around a hillfort (PM / Scratch and Beebots)  |  |  |  |  |
| **History** |  | Stone Age, Iron Age and Bronze Age Britain 1, 2,3, 4, 6, 7, 10 | Local area study – mining. 1, 3, 4, 5 | Creating own fossil and rock museum – Mary Anning (H)1, 2,3, 4, 8, 10 | Tutankhamun’s discovery by Howard Carr1, 2, 3 , 8 | Ancient Egypt Comparison to Stonehenge and pyramids1, 2,3, 4, 6, 7 |
| **RE** |  | Festivals and sacred places – solstice, Christmas etc Comparison to different religious festivals and places of worship. 1, 3, 4SACRE 2.4 – What do we celebrate and why? | Religious artefacts – era artefacts and comparison to modern day religion.Make comparisons to Judaism SACRE 2.5 – What is it like to be Jewish?4 | Standalone – SACRE 2.6 Why does the prophet matter to Muslims | Comparison of afterlife beliefs, and religious ceremonies from Ancient Egypt to religions today. 2, 3, 4 SACRE 2.3 – What is it like to be a Hindu?(compare Hindus with ancient Egyptians beliefs/views) | Standalone – SACRE 2.9 Keeping 5 pillars  |
| **MFL** | Spanish – see scheme overview |
| **Opportunities for outdoor learning**  |  |  |  |  |  |  |