Perry Hall Primary School

Long Term Planning 2018- 2019

Year 3

Skills and knowledge objectives

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 Forest  The Present  After 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 Walliams  Cave 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 settling  Fieldwork – 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 paper  1, 2,  Clay carving as cave drawing  1,2 |  | Fossils – natural patterns replicating in observational sketches (Edward Lear, William Clift) and different media (e.g. printing).  1, 2, 3 | Egyptian masks  1, 2 | Hieroglyphic patterns on paper then create a cartouche (clay)  1,2 |
| **D&T** |  | Wow day – Biscuit Stonehenge, jewellery  Design, make and evaluate an iron age round house  2, 3, 4, 5, 6  Invention of the wheel – make a moving cart  1, 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 linkages  2, 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 Carr  1, 2, 3 , 8 | Ancient Egypt Comparison to Stonehenge and pyramids  1, 2,3, 4, 6, 7 |
| **RE** |  | Festivals and sacred places – solstice, Christmas etc  Comparison to different religious festivals and places of worship.  1, 3, 4  SACRE 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** |  |  |  |  |  |  |