



Inmans Y3 LTP

Early Civilisation – how did they influence our lives today? History	How does Great Britain fit in Europe? <i>History/Geography</i>	What did the Romans ever do for us? <i>History/Geography</i>	Why Africa is a continent and what is significant about its history? <i>History</i>	What were the greatest inventions and achievements of the Ancient Egyptians? <i>History/science</i>
<p>Knowledge and Understanding of the world</p> <p>To understand changes in Britain from the Stone Age to the Iron Age</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, technology and travel, for example, Stonehenge and Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>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,</p>	<p>Knowledge and Understanding of the world</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator,</p>	<p>Knowledge and Understanding of the world</p> <p>Learn about the Roman Empire and its impact on Britain</p> <p>Describe and understand 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</p>	<p>Knowledge and Understanding of the world</p> <p>Using maps, atlases, globes and digital/computer mapping to locate African countries and describe features studied. Locating the world's countries, environmental regions, physical and human characteristics, countries, and major cities. Consider African trade routes and resources (historical slavery and modern day exports - natural resources and imports e.g. medicine, machinery etc.) Identifying position and sig. of latitude, longitude, Equator,</p>	<p>Knowledge and Understanding of the world</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>



<p>coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>French</u></p> <p><u>Getting to know you</u></p> <p>Understand that people speak a different language to my own and I can identify differences in my own culture with that of another.</p> <p>Listen to spoken language, including everyday classroom language and show understanding by joining in.</p> <p>Engage in conversations by asking and answering questions.</p>	<p><u>French</u></p> <p><u>All about me</u></p> <p>Listen to spoken language, including everyday classroom language and show understanding by joining in.</p> <p>Explore and appreciate the language through songs and rhymes.</p> <p>Speak/ say a few words and phrases.</p>	<p><u>French</u></p> <p><u>Food Glorious Food</u></p> <p>Identify letter sounds in another language and use them to help me understand.</p> <p>Explore and appreciate the language through songs and rhymes.</p> <p>Present ideas orally.</p> <p><u>Family & Friends</u></p> <p>Read a few sentences and identify key words.</p> <p>Develop understanding of new words by using a dictionary.</p>	<p><u>French</u></p> <p><u>Our School</u></p> <p>Listen to spoken language, including everyday classroom language and show understanding by joining in.</p> <p>Engage in conversations by asking and answering questions.</p> <p>Develop the use of correct punctuation when reading aloud.</p> <p>Describe people orally.</p> <p>Develop understanding of new words by using a dictionary</p>	<p><u>French</u></p> <p><u>Time</u></p> <p>Engage in conversations by asking and answering questions.</p> <p>Present ideas orally.</p> <p>Read a few sentences and identify key words.</p> <p>Write phrases to express ideas.</p>
<p><u>RE & SMSC</u></p> <p><u>Questions, questions-what are the big questions?</u></p> <p><u>Religion focus: Christianity and Hinduism</u></p>	<p><u>RE & SMSC</u></p> <p><u>Questions, questions-what are the big questions?</u></p> <p><u>Religion focus: Christianity and Hinduism</u></p>	<p><u>RE & SMSC</u></p> <p><u>Unit: 3.2 Founders of faith</u></p> <p><u>Key Question: Who, what and when?</u></p> <p><u>Religion and World view focus: Christianity, Islam and Humanism.</u></p>	<p><u>RE & SMSC</u></p> <p><u>Unit: 3.3 Sacred places Key Question: What is sacred?</u></p> <p><u>Religion and World view focus: Christianity, Islam and Humanism.</u></p>	<p><u>RE & SMSC</u></p> <p><u>Unit: 3.3 Sacred places Key Question: What is sacred?</u></p> <p><u>Religion and World view focus: Christianity, Islam and Humanism.</u></p> <p><u>Summary</u></p>



<p><u>Summary</u> This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Pupils ask what matters to them - questions of meaning, purpose and truth. Use strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers.</p> <p><u>Jigsaw</u></p> <p>Being Me in My World To be self-aware and to understand the factors that contribute to this: achievements, personal goals, and choices.</p>	<p><u>Summary</u> This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Pupils ask what matters to them - questions of meaning, purpose and truth. Use strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers.</p> <p><u>Lower Key Stage 2: Christmas</u> <u>Key Question: What are the special symbols of the Christmas story?</u> Why is Mary such an important part of the story? Look at the artwork of Mary as the mother of Jesus, and Mary with the Angel Gabriel.</p>	<p><u>Summary</u> Who are the faith founders and what did they teach? Religious rules, beliefs and values. Investigate the lives of two key figures who may be described as founders of their faiths or World view, such as Jesus, St Paul, Mohammad, Moses, Abraham, Petrarch (Humanism) Through a Theological lens, consider some key beliefs and how faith and World view members follow the teachings of those founders. By the end of this unit, pupils know the key events in the lives of at least two key religious and World view figures; they should be able to talk about some key beliefs and teachings.</p> <p><u>Lower Key Stage 2: Easter</u> <u>Key Question: What is the significance of the cross for Christians at Easter?</u></p>	<p><u>Summary</u> Pupils are given opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community. By the end of this unit, pupils will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.</p> <p><u>Jigsaw</u></p> <p>Relationships To explain how some of the actions and work of people around the world help and influence their lives and can</p>	<p>Pupils are given opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community. By the end of this unit, pupils will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.</p> <p><u>Jigsaw</u></p> <p>Changing Me To identify how boys' and girls' bodies change on the inside during the growing up process and can explain why these changes are necessary so that their bodies can make babies when they grow up they recognise how they feel about these changes happening to them</p>
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	<p>Epiphany - Mary shows Jesus as a precious 'gift' to the world. What does this mean? Why a 'gift'?</p> <p><u>Jigsaw</u></p> <p>Celebrating Difference To discuss a time when their words affected someone's feelings and what the consequences were. Children can give and receive compliments and know how this feel.</p>	<p><u>Summary</u> How Christians remember the events of Holy Week- Palm Sunday, The Last Supper, Good Friday and Easter Sunday.</p> <p><u>Jigsaw</u></p> <p>Healthy Me To evaluate their learning process and identify how it can be better next time. Share their success with others and know how to store their feelings of success in their 'internal treasure chest'.</p> <p>Dreams and Goals To identify things, people, and places that they need to keep safe from and can tell you some strategies for keeping themselves safe including who to go to for help and can express how being anxious or scared feels.</p>	<p>show an awareness of how this could affect their choices</p>	<p>and know how to cope with these feelings.</p>
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<p><u>Creative Development</u></p> <p><u>Art- Portraits</u> Begin to create sketch books to record their observations.</p> <p>Improve their art and design techniques.</p> <p>Develop knowledge about great artists and architects in history.</p> <p><u>Music Glockenspiel Stage 1</u> Play an instrument in solo and ensemble contexts.</p> <p>Improvise and compose music</p> <p>Listen to and recall sounds</p> <p>Use a form of musical notation</p>	<p><u>Creative Development</u></p> <p><u>Art- Landscapes</u> Begin to create sketch books to record their observations.</p> <p>Improve art and design techniques.</p> <p>Develop knowledge about great artists and architects in history.</p> <p><u>Music – Bringing us Together</u> Sing in solo and ensemble contexts.</p> <p>Play an instrument in solo and ensemble contexts.</p>	<p><u>Creative Development</u></p> <p><u>Art- Colour, pattern, texture, line, shape, form and space</u> Begin to create sketch books to record their observations.</p> <p>Develop knowledge about great artists and architects in history.</p> <p><u>Music – Three Little Birds</u> Develop an understanding of the history of music</p> <p><u>Music – The Dragon song</u> Improvise and compose music</p>	<p><u>Creative Development</u></p> <p><u>Art- Sculpture</u> Begin to create sketch books to record their observations.</p> <p>To improve art and design techniques, including sculpture.</p> <p>Develop knowledge about great artists and architects in history.</p> <p><u>Music – Hands Feet Heart (Year 2)</u> Sing in solo and ensemble contexts.</p> <p>Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><u>Creative Development</u></p> <p><u>Art- Famous Artists</u> Begin to create sketch books to record their observations.</p> <p>Improve art and design techniques.</p> <p>Develop knowledge about great artists and architects in history.</p> <p><u>Music – Reflect</u> Listen with concentration to a range of high-quality live and recorded music</p>
<p><u>Physical Development</u></p> <p>3.1 Multi-Skills 3.1 Boot Camp</p>	<p><u>Physical Development</u></p> <p>3.2 African Dance 3.2 Mighty Movers</p>	<p><u>Physical Development</u></p> <p>3.3 Groovy Gymnastics 3.3 Skip to the Beat</p>	<p><u>Physical Development</u></p> <p>3.5 Throwing and Catching 3.5 Cool Core</p>	<p><u>Physical Development</u></p> <p>3.6 Active Athletics 3.6 Fitness Frenzy</p>



<p>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.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Perform dances using a range of movement patterns</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Perform dances using a range compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p>	
<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 3.2 and 3.4</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 3.5 and 3.7</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Design Technology</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 3.8 and 3.3</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 3.1</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 3.6</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>



<p>and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><u>Science</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.</p>	<p><u>Food – Healthy & Varied Diet:</u> <u>Designing, making and evaluating a bread-based product with a filling for lunch, such as a wrap, a sandwich, a roll, a blini or a toastie – European food tasting extravaganza</u></p> <p><u>Design</u> Recap knowledge on what healthy eating is and a balanced diet Know the importance of annotated sketches and what appropriate information to include Know about a range of fresh and processed ingredients appropriate for their product and whether they are grown, reared or caught. Also include where these items are grown, reared or caught (link to Europe)⁵</p> <p><u>Make</u> Know how to plan the main stages of a recipe, listing ingredients, utensils and equipment</p>	<p>evaluating and presenting data and information.</p> <p><u>Design Technology</u> <u>Textiles: Make a Roman purse</u></p> <p><u>Design</u> Know how to create annotated sketches, prototypes. Know what is meant by a realistic idea and how this can be made fit for purpose.</p> <p><u>Make</u> Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together Understand the need for patterns and seam allowances Know the appropriate tools to use and how to use these with accuracy</p>	<p>with variables and various forms of input and algorithms and programs</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><u>Science</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p><u>Design Technology</u> <u>Mechanisms - Pneumatics: Using a pneumatic system to lift a lever (Nile irrigation system)</u></p> <p><u>Design</u> Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas.</p> <p><u>Make</u> Order the main stages of making. Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. Select from and use finishing techniques suitable for the product they are creating.</p>
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	<p>Know how to use the equipment safely and hygienically</p> <p>Know how to use appropriate equipment and utensils to prepare and combine food</p> <p><u>Evaluate</u></p> <p>Know what a sensory evaluation is</p> <p>Understand how to record evaluations using tables and simple graphs.</p> <p><u>Science</u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p><u>Evaluate</u></p> <p>Investigate a range of 3D textile products relevant to the project</p> <p>Understand how a key event/individual has influenced the development of the chosen product.</p> <p><u>Science</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>		<p><u>Evaluate</u></p> <p>Investigate and analyse books, videos and products with pneumatic mechanisms.</p> <p>Evaluate their own products and ideas against criteria and user needs, as they design and make.</p> <p><u>Science</u></p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>
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