



## 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><b>Knowledge and Understanding of the world</b></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><b>Knowledge and Understanding of the world</b></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><b>Knowledge and Understanding of the world</b></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><b>French</b></p>	<p><b>Knowledge and Understanding of the world</b></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><b>Knowledge and Understanding of the world</b></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><b>French</b></p>



<p>coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b><u>French</u></b></p> <p><b><u>I'm Learning French</u></b></p> <p>Develop a greater awareness of the French speaking world and begin to learn some basic phrases and nouns.</p> <p>Find France on a map and be able to recall at least 1 Francophone country.</p> <p>Use key greetings.</p> <p>Ask and answer the question 'How are you?' in French.</p> <p>Ask and answer the question 'What is your name?' in French.</p> <p>Count to 10 in French.</p> <p>Read, write, say and recognise 10 colours in French.</p>	<p><b><u>French</u></b></p> <p><b><u>The Seasons</u></b></p> <p>Hear and join in by repeating short French phrases and language relating to seasons.</p> <p>Recognise, recall and remember the 4 seasons in French.</p> <p>Recognise, recall and remember a short phrase for each season in French.</p> <p>Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.</p>	<p><b><u>The Instruments</u></b></p> <p>Begin to build memory skills to learn and recall language with improving confidence.</p> <p>Recognise, recall and spell up to 10 instruments in French with their definite article/determiner.</p> <p>Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.</p> <p>Learn to say and write 'I play' + an instrument in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.</p> <p><b><u>The Fruits</u></b></p> <p>Hear and join in by repeating short French phrases and language relating to seasons. Begin to read and write some key words and simple phrases.</p>	<p><b><u>French</u></b></p> <p><b><u>I am able</u></b></p> <p>Recall and use language to communicate. Creating short phrases from memory using new knowledge.</p> <p>Recognise, recall and spell 10 action verbs in French.</p> <p>Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</p> <p>Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).</p>	<p><b><u>Ancient History</u></b></p> <p>Focus on developing listening and speaking skills. Developing skills to recall, select and organise new language.</p> <p>Learn the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite).</p> <p>Name in French, the six key periods of ancient Britain, introduced in chronological order. ☐ Be able to say in French three of the types of people who lived in ancient Britain.</p> <p>Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.</p> <p>Name the three types of dwellings people lived in during the stone, bronze and iron ages.</p>
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		<p>Name and recognise up to 10 fruits in French.</p> <p>Attempt to spell some of these nouns.</p> <p>Ask somebody in French if they like a particular fruit.</p> <p>Say what fruits they like and dislike.</p>		
<p><b>RE &amp; SMSC</b></p> <p><u>Questions, questions-what are the big questions?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p><b>Summary</b> 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</p>	<p><b>RE &amp; SMSC</b></p> <p><u>Questions, questions-what are the big questions?</u> <u>Religion focus: Christianity and Hinduism</u></p> <p><b>Summary</b> 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</p>	<p><b>RE &amp; SMSC</b></p> <p><u>Unit: 3.2 Founders of faith</u> <u>Key Question: Who, what and when?</u> <u>Religion and World view focus: Christianity, Islam and Humanism.</u></p> <p><b>Summary</b> 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,</p>	<p><b>RE &amp; SMSC</b></p> <p><u>Unit: 3.3 Sacred places</u> <u>Key Question: What is sacred?</u> <u>Religion and World view focus: Christianity, Islam and Humanism.</u></p> <p><b>Summary</b> 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</p>	<p><b>RE &amp; SMSC</b></p> <p><u>Unit: 3.3 Sacred places</u> <u>Key Question: What is sacred?</u> <u>Religion and World view focus: Christianity, Islam and Humanism.</u></p> <p><b>Summary</b> 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</p>



<p>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>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><b><u>Lower Key Stage 2: Christmas</u></b>  <b><u>Key Question: What are the special symbols of the Christmas story?</u></b>          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.          Epiphany - Mary shows Jesus as a precious 'gift' to the world. What does this mean? Why a 'gift'?</p>	<p>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><b><u>Lower Key Stage 2: Easter</u></b>  <b><u>Key Question: What is the significance of the cross for Christians at Easter?</u></b>  <b><u>Summary</u></b>          How Christians remember the events of Holy Week- Palm Sunday, The Last Supper, Good Friday and Easter Sunday.</p>	<p>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>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><b><u>Jigsaw</u></b></p> <p>Being Me in My World</p>	<p><b><u>Jigsaw</u></b></p> <p>Celebrating Difference</p>	<p><b><u>Jigsaw</u></b></p> <p>Healthy Me</p>	<p><b><u>Jigsaw</u></b></p> <p>Relationships</p>	<p><b><u>Jigsaw</u></b></p> <p>Changing Me</p>



<p>To be self-aware and to understand the factors that contribute to this: achievements, personal goals, and choices.</p>	<p>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>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><b>Dreams and Goals</b> 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>To explain how some of the actions and work of people around the world help and influence their lives and can show an awareness of how this could affect their choices</p>	<p>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 and know how to cope with these feelings.</p>
<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> <b><u>Portraits</u></b> Begin to create sketch books to record their observations. Improve their art and design techniques. Develop knowledge about great artists and architects in history.</p> <p><b><u>Music - ballads</u></b></p>	<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> <b><u>Landscapes</u></b> Begin to create sketch books to record their observations. Improve art and design techniques. Develop knowledge about great artists and architects in history.</p> <p><b><u>Music – creating compositions</u></b></p>	<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> <b><u>Colour, pattern, texture, line, shape, form and space</u></b> Begin to create sketch books to record their observations. Develop knowledge about great artist</p> <p><b><u>Music – Vikings</u></b></p>	<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> <b><u>Sculpture</u></b> Begin to create sketch books to record their observations. To improve art and design techniques, including sculpture. Develop knowledge about great artists and architects in history.</p>	<p><b><u>Creative Development</u></b></p> <p><b><u>Art</u></b> <b><u>Famous Artists</u></b> Begin to create sketch books to record their observations. Improve art and design techniques. Develop knowledge about great artists and architects in history.</p> <p><b><u>Music – traditional instruments and improvisation - India</u></b></p>



<ul style="list-style-type: none"> <li>- To know that a ballad tells a story through song.</li> <li>- To know that lyrics are the words of a song.</li> <li>- To know that in a ballad, a 'stanza' is a verse.</li> </ul>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that an ensemble is a group of musicians who perform together.</p> <p>To know that to perform well, it is important to listen to the other members of your ensemble.</p>	<ul style="list-style-type: none"> <li>- To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>- To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>- To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>- To know that written music tells you how long to play a note for.</li> </ul> <p><b><u>Music – Jazz</u></b></p> <ul style="list-style-type: none"> <li>- To understand that 'syncopation' means a rhythm that is played off the natural beat.</li> <li>- To know that Ragtime is piano music that</li> </ul>	<p><b><u>Music – Instruments – South Africa</u></b></p> <p>Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.</p>	<ul style="list-style-type: none"> <li>- To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</li> <li>- To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</li> <li>- To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.</li> <li>- To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</li> <li>- To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music</li> </ul>
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		<p>uses syncopation and a fast tempo.</p> <ul style="list-style-type: none"> <li>– To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</li> <li>– To know that ‘scat singing’ is using made-up words to create the sound of an instrument playing.</li> </ul>		
<p><b><u>Physical Development</u></b></p> <p><b>3.1 Multi-Skills</b> <b>3.1 Boot Camp</b></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</p>	<p><b><u>Physical Development</u></b></p> <p><b>3.2 African Dance</b> <b>3.2 Mighty Movers</b></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><b><u>Physical Development</u></b></p> <p><b>3.3 Groovy Gymnastics</b> <b>3.3 Skip to the Beat</b></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</p>	<p><b><u>Physical Development</u></b></p> <p><b>3.5 Throwing and Catching</b> <b>3.5 Cool Core</b></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</p>	<p><b><u>Physical Development</u></b></p> <p><b>3.6 Active Athletics</b> <b>3.6 Fitness Frenzy</b></p>



balance [for example, through athletics and gymnastics]	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	improvement to achieve their personal best.	principles suitable for attacking and defending	
<b>Scientific &amp; technological understanding</b>  <u>Computing</u>  <u>Connecting computers</u> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.  <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.	<b>Scientific &amp; technological understanding</b>  <u>Computing</u>  <u>Stop-frame animation</u> Capturing and editing digital still images to produce a stop frame animation that tells a story.  <u>Design Technology</u> Food – Healthy & Varied Diet: 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>Design</u>	<b>Scientific &amp; technological understanding</b>  <u>Computing</u>  <u>Sequencing sounds</u> Creating sequences in a block-based programming language to make music.  <u>Branching databases</u> Building and using branching databases to group objects using yes/no questions.  <u>Design Technology</u>	<b>Scientific &amp; technological understanding</b>  <u>Computing</u>  <u>Desktop publishing</u> Creating documents and modifying text, images and page layouts for a specific purpose.  <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	<b>Scientific &amp; technological understanding</b>  <u>Computing</u>  <u>Events &amp; actions in programming</u> Writing algorithms and programs that use a range of events to trigger sequences of actions.  <u>Design Technology</u> Mechanisms - Pneumatics: Using a pneumatic system to lift a lever (Moving Sarcophagus)  <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.  <u>Make</u>





	<p>Recap knowledge on what healthy eating is and a balanced diet</p> <p>Know the importance of annotated sketches and what appropriate information to include</p> <p>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)<sup>5</sup></p> <p><b><u>Make</u></b></p> <p>Know how to plan the main stages of a recipe, listing ingredients, utensils and equipment</p> <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><b><u>Evaluate</u></b></p>	<p>Textiles: Make a Roman purse</p> <p><b><u>Design</u></b></p> <p>Know how to create annotated sketches, prototypes.</p> <p>Know what is meant by a realistic idea and how this can be made fit for purpose.</p> <p><b><u>Make</u></b></p> <p>Know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>Understand how to securely join two pieces of fabric together</p> <p>Understand the need for patterns and seam allowances</p> <p>Know the appropriate tools to use and how to use these with accuracy</p> <p><b><u>Evaluate</u></b></p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>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.</p> <p>Select from and use finishing techniques suitable for the product they are creating.</p> <p><b><u>Evaluate</u></b></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><b><u>Science</u></b></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</p>
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	<p>Know what a sensory evaluation is</p> <p>Understand how to record evaluations using tables and simple graphs.</p> <p><b><u>Science</u></b></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>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><b><u>Science</u></b></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>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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