

Inmans Y3 LTP

Who first lived in Britain? History	Is Africa a continent or a country? Geography	How has Ancient Greece changed the world? History/ Geography	Why did the Anglo Saxons and Scots want to settle in Britain? History	Why should rainforests be important to us all? Geography/Science
<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 ,Bronze Age religion, 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>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</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>Knowledge and Understanding of the world</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Describe and understand key aspects of; physical geography including climate zones, rivers and mountains and volcanoes.</p>	<p>Knowledge and Understanding of the world</p> <p>Britain's settlement by Anglo Saxons and Scots</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture</p>	<p>Knowledge and Understanding of the world</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, rivers and mountains</p> <p>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>

coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Identify the position and significance of latitude, longitude, Equator,			
<p>RE & SMSC Remembering Key Question: Why remember?</p> <p>Jigsaw – Being me in my world</p>	<p>RE & SMSC Christmas Unit</p> <p>Jigsaw – celebrating difference</p>	<p>RE & SMSC Faith Founders Key Question: Who are the faith founders and what did they teach?</p> <p>Jigsaw – dreams and goals</p>	<p>RE & SMSC Encounters Key Question: What makes a place sacred?</p> <p>Jigsaw – healthy me</p>	<p>RE & SMSC Jigsaw – relationships (elements of appropriate changing me unit also)</p>
<p>Creative Development Art To create sketch books to record their observations and use them to review and revisit ideas Music Glockenspiel Stage 1 Play an instrument in solo and ensemble contexts.</p> <p>Listen to and recall sounds</p> <p>Use a form of musical notation</p>	<p>Creative Development Art to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Music – Hands Feet Heart (Year 2) Sing in solo and ensemble contexts.</p>	<p>Creative Development Art about great artists, architects and designers in history Music – Three Little Birds Develop an understanding of the history of music</p>	<p>Creative Development Art to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Music – The Dragon song Improvise and compose music</p>	<p>Creative Development Art To create sketch books to record their observations and use them to review and revisit ideas Music – Bringing us Together Sing in solo and ensemble contexts. Play an instrument in solo and ensemble contexts.</p>

	Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			
Physical Development	Physical Development	Physical Development	Physical Development	Physical Development
<ul style="list-style-type: none"> ♣ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ 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 	Perform dances using a range of movement patterns	<ul style="list-style-type: none"> ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> ♣ 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], and apply basic principles suitable for attacking and defending 	Perform dances using a range of movement patterns
Scientific & technological understanding	Scientific & technological understanding	Scientific & technological understanding	Scientific & technological understanding	Scientific & technological understanding
Computing Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Computing Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Computing 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	Computing Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Computing 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,

<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 and correct errors in algorithms and programs.</p> <p>D&T In other enquiries</p> <p>Science</p> <ul style="list-style-type: none"> ♣ 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>D&T – Banana bread apply the principles of a healthy diet</p> <p>prepare predominantly savoury dishes</p> <p>understand seasonality</p> <p>Science</p> <ul style="list-style-type: none"> ♣ recognise that they need light in order to see things and that dark is the absence of light ♣ notice that light is reflected from surfaces ♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object ♣ find patterns in the way that the size of shadows change. 	<p>collecting, analysing, evaluating and presenting data and information.</p> <p>D&T</p> <p>understand how individuals in design and technology have helped shape the world</p> <p>Science</p> <ul style="list-style-type: none"> ♣ 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 ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>D&T – Make a lyre use research to inform the design of functional products that are fit for purpose</p> <p>generate, model and communicate their ideas through discussion and annotated sketches</p> <p>use a wider range of tools to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>use a wider range of materials and components, including construction materials, textiles and ingredients</p> <p>investigate existing products</p> <p>evaluate their products against their own design criteria and consider the views of others</p> <p>understand how individuals in design and technology have helped shape the world</p>	<p>analysing, evaluating and presenting data and information.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>D&T In other enquiries</p> <p>Science</p> <ul style="list-style-type: none"> ♣ 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
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