

Year 3- LTP 2021/2022

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Science | <p><u>Plants</u></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. | <p><u>Animal including humans</u></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><u>Rocks</u></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. | <ul style="list-style-type: none"> | <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. | <p><u>Light</u></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. |

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| Art/DT | <p><u>Design, Make & Evaluate</u></p> <p><u>Cooking and Nutrition</u></p> <p>-understand and apply the principles of a healthy and varied diet</p> <p>-prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>-understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Eg. Seasonal food-Fruit crumble/ Rainbow Tart</p> | <p><u>Drawing</u></p> <p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to indicate facial expressions in drawings</p> <p>Begin to show consideration in the choice of pencil grade they use</p> <p>Possible artists: Picasso, Hopper, Surrealism etc.</p> | <p><u>3D</u></p> <p>Use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art).</p> | <p><u>DT</u></p> | <p><u>Painting and Printmaking</u></p> <p><u>Painting</u></p> <p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Understand how to create a background using a wash</p> <p>Possible artists/movements: Rothko, Rivera, Indian Miniatures, O'Keefe, Abstract, Expressionism</p> <p><u>Printmaking</u></p> <p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono printing and relief printing.</p> <p>Demonstrate experience in 3 colour printing.</p> | <p><u>DT</u></p> |
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| | | | | | Demonstrate experience in combining prints taken from different objects to produce an end piece. Possible artists: Morris, Labelling | |
| RE | <u>Judaism:</u> How do Jews remember God's covenant with Abraham and Moses? | <u>Major world religions (and non-religions):</u> How do people express spirituality? | <u>Christianity:</u> What do Christians believe about a good life? | <u>Major world religions (and non-religions):</u> What do creation stories tell us about our world? | <u>Major world religions (and non-religions):</u> Who can inspire us? <i>Part 1</i> | <u>Major world religions (and non-religions):</u> Who can inspire us? <i>Part 2</i> |
| Computing | Purple Mash Unit 3.2 Online Safety 3 weeks Unit 3.3 Spreadsheets 3 weeks | Purple Mash Unit 3.1 Coding 6 weeks | Purple Mash Unit 3.4 Touch-Typing 4 weeks Unit 3.5 Email 2 weeks | Purple Mash Unit 3.5 Email 4 weeks | Purple Mash Unit 3.6 Branching Databases 4 weeks Unit 3.7 Simulations 3 weeks | Purple Mash Unit 3.8 Graphing 3 weeks |
| PE | Sports UK Plans | Sports UK Plans | Sports UK Plans | Sports UK Plans | Sports UK Plans | Sports UK Plans |
| PSCHE/RHE | Me and my Relationships | Valuing Difference | Keeping Myself Safe | Rights and responsibilities | Being my Best | Growing and Changing |

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| History | | Local History What evidence is there of Bradford's past? What is the Industrial Revolution? What happened? Where can we see the evidence around us? | | Stone Age to Iron Age How did Britain change from the Stone Age to the Iron Age? | Overview of the Earliest Civilisation- (last week of term) What did the Earliest Civilisation have in common? | Ancient Egypt- depth study What were the achievements of Ancient Egypt? |
| Geography | | Revisit KS1- COVID catch up Human and Physical Geography How to use maps and atlases | Human geography types of settlement and land use (industrial and agricultural) | Geographical Skills Use maps, atlases, globes to locate countries and describe features studied | Physical Geography - Rivers and Climate Zones Describe and understand key aspects of rivers Locational knowledge- identify the position and significance of the equator and tropics. | Physical Geography - Water Cycle Describe and understand key aspects of water cycle |