

	Year 3- LTP 2023/2024					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science https://docs.google.com/document/d/1Xihxj6VgZTALAst31CUeFFLQxckkovst/edit	<u>Plants</u> <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 	<u>Animal including humans</u> <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. 	<u>Rocks</u> <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. 	<u>Forces and Magnets</u> <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. 	<u>Forces and Magnets</u> <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. 	<u>Light</u> <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.

	and seed dispersal.					
History/ Geography	<p>What was life like in Fairweather Green circa 100 years ago?</p> <p>How did Fairweather Green change because of the Wool Industry? A local study</p>	<p>How can we make our local area more environmentally friendly?</p> <p>Fieldwork – 8 compass points</p>	<p>The Metal Age Changes in Britain from the Bronze Age to Iron Age (Bronze Age and Iron Age)</p> <p>What was the Roman Empire? The Roman Empire</p> <p>How did the Romans impact Britain? The Roman Empire and its impact on Britain</p>	<p>Why do people live near Volcanoes? Pompeii/Italy</p>	<p>What did the Ancient Egyptians achieve? The achievements of the earliest civilizations (Ancient Egypt)</p>	<p>Brazil – Rio de Janeiro</p> <p>RGS Unit</p>
PE						
<u>Art/DI</u>	<p>Drawing</p> <p>Growing artists</p>	<p>Structures –</p> <p>Constructing a Castle</p>	<p>Painting and mixed media</p> <p>Prehistoric painting</p>	<p>Cooking and nutrition</p> <p>Eating Seasonally</p>	<p>Textiles</p> <p>Kapow Egyptian Collars</p>	<p>Craft and design</p> <p>Ancient Egyptian scrolls</p>
RE <u>Vocabulary</u>	<p>How do Jews remember God's Covenant?</p> <p><i>Suggested visit: Synagogue</i></p>	<p>How do people express spirituality?</p>	<p>How do people express spirituality?</p>	<p>What do Christians believe?</p>	<p>What do creation Stories tell us?</p>	<p>Major world religions (and non-religions): Who can inspire us?</p> <p><i>Suggested: Visitors in inspiring job roles, different religions... arrange internally.</i></p>

Computing	Unit 3.2 Online Safety 3 weeks Unit 3.3 Spreadsheets 3 weeks	Unit 3.1 Coding 6 weeks	Unit 3.4 Touch-Typing 4 weeks Unit 3.5 Email 2 weeks	Unit 3.5 Email 4 weeks	Unit 3.6 Branching Databases 4 weeks Unit 3.7 Simulations 3 weeks	Unit 3.8 Graphing 3 weeks
PSCHE	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and responsibilities	Being my Best	Growing and Changing
Music https://www.juniorjam.co.uk/protected/crossleyhallbd83m0xM8	English Model Music Curriculum Scheme v2 My Musical Heartbeat	Junior Jam - Singing	Junior Jam – Songwriting with Glockenspiels	Junior Jam – Class Jam	Junior Jam – Music Theory with Keyboards	Junior Jam – Electric Drums
MFL	Phonetics 1 I Am Learning French Animals		Instruments I Am Able ...		Fruits / Vegetables Ice-Creams	