



Linden Primary School – Year 3 Foundation subject LTP



| Subject | Skills & Knowledge | Autumn 1 | Autumn 2 | Spring1 | Spring 2 | Summer 1 | Summer 2 |
|---------|--------------------|---|--|--|--|--|-----------------------------|
| Science | Skills | <p>LIGHT</p> <p>Make scientific predictions setting up simple practical enquiries, comparative and fair tests L2/4</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions L2/4</p> <p>Using results to draw simple conclusions L2/4/5</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units L5</p> <p>Recording findings using simple scientific language and tables L5</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes L5</p> <p>using straightforward scientific evidence to answer questions or to support their findings. L5</p> | <p>ROCKS</p> <p>Making systematic and careful observations L1</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes L1</p> <p>Setting up simple practical enquiries, comparative and fair tests L2</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them L2</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions L3</p> | <p>PLANTS</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them L2</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers L2</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions L2</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions L2/3</p> <p>Using results to draw simple conclusions make predictions for new values, suggest improvements and raise further questions L2/3</p> <p>Using straightforward scientific evidence to answer questions or to support their findings. L3</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions L4</p> | <p>ANIMALS INCLUDING HUMANS</p> <p>could link to RSE nutrition</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> | <p>FORCES AND MAGNETS</p> <p>Make scientific predictions L3/6</p> <p>setting up simple practical enquiries, comparative and fair tests L3/6</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (forcemeters) L3/4</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions L6</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions L6</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions L6</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes L7</p> <p>using straightforward scientific evidence to answer questions or to support their findings. L7</p> | EMPERORS AND EMPIRES |
| | Knowledge | <p>LIGHT</p> | <p>ROCKS</p> <p>Compare and group together different kinds of rocks on</p> | <p>PLANTS</p> <p>Identify and describe the functions of different parts of</p> | <p>ANIMALS INCLUDING HUMANS</p> | <p>FORCES AND MAGNETS</p> <p>Notice that some forces need contact between 2 objects L2</p> | |



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| | | <p>Recognise that they need light in order to see things and that dark is the absence of light. L1</p> <p>Notice that light is reflected from surfaces. L2</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. L3</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object. L4</p> <p>Find patterns in the way that the sizes of shadows change L5</p> | <p>the basis of their appearance and simple physical properties L1/2</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock L3</p> <p>Recognise that soils are made from rocks and organic matter L4</p> | <p>flowering plants: roots, stem/trunk, leaves and flowers L1/5/6</p> <p>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 L2/3</p> <p>Investigate the way in which water is transported within plants L4</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal L5/6</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 Carnivores get their nutrition from eating other animals. Herbivores get their nutrition from plants. Omnivores get their nutrition from eating a combination of both plants and other animals. Session A/B</p> <p>SKELTONS AND MUSCLES</p> <p>Identify that humans and some other animals have skeletons L1</p> <p>Identify that humans and some other animals have skeletons for support, protection and movement L2</p> <p>Identify that humans and some other animals have skeletons for support, protection and movement L3</p> <p>Identify that humans and some other animals have muscles for movement L4</p> <p>Major bones in the human body include the skull, ribs, spine, humerus, ulna, radius, pelvis, femur, tibia and fibula. Major muscle groups in the human body include the biceps, triceps, abdominals, trapezius, gluteals, hamstrings, quadriceps, deltoids, gastrocnemius, latissimus dorsi and pectorals. L3, 4</p> | <p>Compare how things move on different surfaces L3/4</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance L6</p> <p>Observe how magnets attract or repel each other and attract some materials and not others L6</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 L6</p> <p>Describe magnets as having 2 poles L7</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing L7</p> | |
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| History | Skills | <p>TRIBAL TALES</p> <p>Use historical terms to describe different periods of time. L1 CS</p> <p>Place the time studied on a timeline L1 SPM</p> <p>Sequence events or artefacts Use dates related to the passing of time L1/10/12 SPM</p> <p>Distinguish between different sources and evaluate their usefulness L2/3/4 SPM</p> <p>Use a range of sources to find out about a time period L2/3 SPM</p> <p>Observe small details, artefacts and artefacts L7 SPM</p> <p>Raise questions and answer using existing knowledge L3/7 SPM</p> <p>Find out about the everyday lives of people in time studied L7/8/10/12 SPM</p> <p>Identify reasons behind and results for people’s actions L9/10/12 SPM</p> <p>Describe the everyday lives of people from past historical periods L8/10/12 CS</p> <p>Describe ways in which human invention and ingenuity have changed how people live L9/10/12 CS</p> | <p>TREMORS</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact. L5 CS</p> <p>Identify and give reasons for different ways which the past is presented L6 SPM</p> <p>Distinguish between different sources and evaluate their usefulness L6 SPM</p> <p>Raise questions and answer using existing knowledge L6 SPM</p> | <p>GODS AND MORTALS</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world L5, 6, 7 CS</p> <p>Compare a period studied to the modern day L5, 6, 7 SPM</p> <p>Make choices about the best ways to present historical accounts and information L9 CS</p> | <p>PREDATORS</p> | <p>FORCES AND MAGNETS</p> | <p>EMPERORS AND EMPIRES</p> <p>Place the time studied on a timeline L1</p> <p>Sequence events or artefacts L1</p> <p>Use dates related to the passing of time L1</p> <p>Describe the achievements and influence of the ancient Romans on the wider world. L2</p> <p>Identify reasons behind and results for people’s actions L3</p> <p>Study change through the lives of significant individuals L4</p> <p>Identify and give reasons for different ways which the past is presented Distinguish between different sources and evaluate their usefulness L5</p> <p>Compare a period studied to the modern day L6</p> <p>Find out about the everyday lives of people in time studied L6</p> <p>Compare a period studied to the modern day. L7</p> <p>Identify reasons behind and results for people’s actions L8</p> |
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| | <p>Describe the everyday lives of people from past historical periods. L10/12 and L3 ART CS</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. L10/12 CS</p> <p>Describe how a significant event or person in British history changed or influenced how people live today. L12 CS</p> <p>Study change through the lives of significant individuals L12 SPM</p> | | | | | |
| Knowledge | <p>TRIBAL TALES Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. L1 CS</p> <p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. L8 CS</p> <p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people</p> | <p>TREMORS Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others L5 CS</p> | <p>GODS AND MORTALS The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. L5, 6, 7 CS</p> <p>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. L9 CS</p> | PREDATORS | FORCES AND MAGNETS | <p>EMPERORS AND EMPIRES All from CS Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p><u>Specific Knowledge</u> Key dates in Roman history include: 55–54 BC when Julius Caesar invaded Britain twice but unsuccessfully; AD 43 when Roman emperor, Claudius, invaded and conquered Britain; AD 410 when Roman rule ended in Britain.</p> <p>The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.</p> <p><u>Specific Knowledge</u></p> |



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| | | <p>over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. L9 cs</p> <p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. L10 and L3 ART CS</p> <p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. L10 CS</p> <p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and</p> | | | | | <p>The Roman Empire grew over time, as the Roman army fought wars and conquered lands around the Mediterranean Sea, including countries in Europe, North Africa and the Middle East</p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>The cause of the invasion in AD 43 was for Emperor Claudius to show he was a skilled military leader and a great emperor. It was also to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language especially in the south of England. However, people in the west of Britain retained their Celtic culture</p> <p>Specific Knowledge Roman army general, Julius Caesar first invaded Britain in 55 BC, then again in 54 BC. His attempts were unsuccessful. The cause of the invasion in AD 43 was for Emperor Claudius to show he was a skilled military leader and a great emperor. The impact of the invasion was that Britannia became Romanised.</p> <p>Specific Knowledge Cause, is a thing that gives rise to an action. Consequence is a result or effect of an action, sometimes unwelcome or unpleasant.</p> |
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| | | discovery and provided inspiration for the way people should live. L11 CS | | | | | <p>After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.</p> <p><u>Specific Knowledge</u> A rebellion is an act of resistance against government or authority.</p> <p><u>Specific Knowledge</u> Boudicca was the warrior queen of the Celtic Iceni tribe. She rebelled against the Roman Empire because Emperor Nero tried to take the land of the Iceni tribe, charged unfair taxes and attacked her family After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.</p> <p>The Romans wanted to conquer Caledonia (Scotland) after conquering Britannia (England and Wales). They tried to bribe and fight the tribes in Scotland, but northern Caledonians, called Picts, refused to surrender.</p> |
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| | | | | | | | <p>Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. It stretched across the north of England and was built from earth, turf and stone. Forts, milecastles and turrets helped soldiers protect the border.</p> <p>The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.</p> <p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>Specific Knowledge Roman inventions include forts, roads, bridges, towns, aqueducts, underfloor heating (hypocaust), lighthouses and sewers.</p> <p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>Traders brought the news of Christianity to Roman Britain but at first the Romans punished Christians. Emperor Constantine was the first</p> |
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| | | | | | | | <p>Christian emperor and he wrote the <i>Edict of Milan</i>, which made Christianity legal in AD 313. 10 years later, Christianity became the official religion of the Roman Empire</p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>The Romans started to withdraw from Britain cAD 400 because of invasions by the barbarian Visigoths in other parts of the Empire. The Britons asked Rome for help in AD 410 but Emperor Honorius refused to send troops to defend the Britons and declared they had to 'look to their own defences'</p> |
| Geography | Skills Copied from progression map | <p>TRIBAL TALES Use the eight points of a compass to navigate around a map L2</p> <p>Use symbols and keys (including using Ordnance Survey maps) to build knowledge of the United Kingdom L2 SPM</p> <p>Identify human and physical characteristics of counties and cities of the United Kingdom and how a place has changed over time L2</p> <p>Describe human geography including types of settlement and land use L2</p> <p>Describe physical geography L2</p> | <p>TREMORS Locate and name the continents on a world map L3 SPM</p> <p>Describe physical geography including rivers, mountains, volcanoes L3 SPM</p> <p>Begin to ask and answer geographical questions about the human and physical characteristics of an area L3 SPM</p> <p>Use age appropriate maps, atlases, globes and digital/computer mapping to locate countries and describe features studied L3 SPM</p> <p>Create maps of locations identifying some features using a key L3 SPM</p> | <p>GODS AND MORTALS Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. L4 CS</p> | <p>PREDATORS Locate geographical regions and their identifying human and physical characteristics</p> <p>Use age appropriate maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | FORCES AND MAGNETS | EMPERORS AND EMPIRES |



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| | <p>Begin to ask and answer geographical questions about the human and physical characteristics of an area L2/3 Trip</p> <p>Use fieldwork to observe physical features in the local area L3 Trip 4</p> <p>Describe physical geography including rivers, mountains, L4</p> <p>Begin to ask and answer geographical questions about the human and physical characteristics of an area L4</p> <p>Use fieldwork to observe and present the human and physical features in the local area using a range of methods including sketch maps, plans and digital technologies L4</p> | <p>Name and locate significant volcanoes and plate boundaries and explain why they are important. L3 CS</p> <p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. L6 CS</p> <p>Name and locate some countries of Europe L6 SPM</p> <p>Gather evidence to answer a geographical question or enquiry. L7 CS</p> <p>Describe physical geography including rivers, mountains, volcanoes, earthquakes L7 SPM</p> | | | | |
| Knowledge | <p>TRIBAL TALES A four-figure grid reference contains four numbers. The first two numbers are called eastings and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both the sides of a map. Four-figure grid references give specific information about locations on a map. L2</p> | <p>TREMORS Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. L3 CS</p> <p>A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano</p> | <p>GODS AND MORTALS Maps, globes and digital mapping tools can help to locate and describe significant geographical features. L4 CS</p> | <p>PREDATORS Maps, globes and digital mapping tools can help to locate and describe significant geographical features.</p> | <p>FORCES AND MAGNETS</p> | <p>EMPERORS AND EMPIRES</p> |



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| | | <p>erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth’s surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. L4 CS</p> <p>Maps, globes and digital mapping tools can help to locate and describe significant geographical features. L6 CS</p> <p>The term geographical evidence relates to facts, information and numerical data. L7 CS</p> | | | | |
| RE | Skills | <p>WHAT DO DIFFERENT PEOPLE BELIEVE ABOUT GOD Hinduism / Christianity Describe some religious beliefs and teachings of religions studied, and their importance L1/2/3 SPM</p> <p>Make links between beliefs, stories and practices L2/3/9/10 SPM</p> <p>Identify similarities and differences between religions and beliefs L2/10 SPM</p> <p>Describe how some features of religions are used in practices L2/3 SPM and festivals L5/6/10 SPM</p> <p>Identify the impacts of beliefs and practices on people’s lives L3/4 SPM</p> | <p>WHY ARE FESTIVALS IMPORTANT TO RELIGIOUS COMMUNITIES</p> <p>Compare ideas about questions that are difficult to answer L1,4 SPM</p> <p>Investigate and connect features of religions and beliefs L1, 4, 5, 6 SPM</p> <p>Ask significant questions about religions and beliefs L1, 4 SPM</p> <p>Make links between beliefs, stories and practices L2, 4, 5 SPM</p> <p>Identify the impacts of beliefs and practices on people’s lives L2 SPM</p> <p>Describe and suggest meanings for symbols and other forms of religious expression L2, 5 SPM</p> <p>Describe how some features of religions are used in festivals and practices L3, 5 SPM</p> | <p>WHAT DOES IT MEAN TO BE A CHRISTIAN IN BRITAIN TODAY? Identify the impacts of beliefs and practices on people’s lives</p> <p>Investigate and connect features of religions and beliefs</p> <p>Describe some religious beliefs and teachings of religions studied, and their importance</p> <p>Compare aspects of my own experiences and those of others.</p> | | |



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| | | <p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour L3/8 SPM</p> <p>Ask significant questions about religions and beliefs L4/7 SPM</p> <p>Describe and suggest meanings for symbols and other forms of religious expression L4/8 SPM</p> <p>Compare aspects of my own experiences and those of others. L4/8 SPM</p> <p>Make links between religious symbols, language and stories L5/6/9 SPM</p> <p>Investigate and connect features of religions and beliefs L7/8 SPM</p> <p>Compare ideas about questions that are difficult to answer L9/10 SPM</p> | | <p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour L3 SPM</p> | | | |
| | Knowledge | <p>WHAT DO DIFFERENT PEOPLE BELIEVE ABOUT GOD Describe some ways in which Christians and Hindus describe god</p> <p>Suggest why having faith or belief in something can be hard Identify how and say why it makes a difference in people’s lives to believe in god</p> <p>Know some of the artefacts religious people might use when they talk to God or pray.</p> <p>Understand that prayer is a way religious believers believe they can communicate with God.</p> <p>Describe, with examples, the influence believing in God has on the lives of believers.</p> | | <p>WHY ARE FESTIVALS IMPORTANT TO RELIGIOUS COMMUNITIES? Make connections between stories, symbols and beliefs with what happens in at least two festivals</p> <p>Know what matters most to believers in festivals (e.g. Easter, Diwali)</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions</p> <p>Make links between beliefs about Jesus and the celebration of Easter</p> <p>Know the symbols used by churches and Christians in holy week and the celebration of Easter</p> <p>Know the story of Lakshmi and practices at Diwali</p> | | <p>WHAT DOES IT MEAN TO BE A CHRISTIAN IN BRITAIN TODAY? Know some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</p> <p>Know some ways in which Christian express their faith through hymns and modern worship songs Know what actions Christians take in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p> | |
| Subject | Skills & Knowledge | Autumn 1 | Autumn 2 | Spring1 | Spring 2 | Summer 1 | Summer 2 |
| Art | Skills | <p>TRIBAL TALES Experiment with shaping and stitching materials L1 SPM</p> <p>Show a good level of knowledge and skill when</p> | <p>TREMORS Develop understanding of how to select and arrange materials for a striking effect when creating sculpture. (Andy Goldsworthy)</p> | <p>GODS AND MORTALS Create own mythical creature</p> <p>Begin to use sketchbooks to record ideas. L1 SPM</p> | <p>PREDATORS Drawing their focus predator</p> <p>Experiment with showing line, tone and texture with different hardness of</p> | <p>FORCES AND MAGNETS Separate cross-stitch project Experiment with shaping and stitching materials by learning the basic cross stitch and back stitch.</p> | <p>EMPERORS AND EMPIRES Roman mosaics Develop understanding of how to select and arrange materials for a striking effect when creating sculpture. SPM</p> |



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| | <p>weaving with fabric on a card loom or using strips of paper, making choices about colours and textures. L1 SPM</p> <p>Begin to use sketchbooks to record ideas L2/3 SPM</p> <p>Explore ideas from first-hand observations. L2/3 SPM</p> <p>Question and make observations about starting points, and respond positively to suggestions L2/3 SPM</p> <p>Draw accurately from observation Draw from imagination and memory. L2 SPM</p> <p>Draw lines of different sizes and thicknesses. L2 SPM</p> <p>Experiment with clay and other malleable materials and practise joining techniques L3 SPM</p> <p>Begin to cut, make and combine shapes to create recognisable forms. L4 SPM</p> <p>Select and arrange materials and for a striking effect when creating collages. L4 SPM</p> | <p>L1 SPM</p> <p>Replicate some of the techniques used by notable artists, artisans and designers. L1 SPM</p> <p>Look at and talk about the work of artists. L1 SPM</p> <p>Begin to cut, make and combine shapes to create recognisable forms. SPM</p> <p>Explore adding materials to the sculpture to create detail; SPM</p> <p>Develop understanding of how to select and arrange materials for a striking effect when creating sculpture. SPM</p> | <p>Use varied brush techniques to create shapes, textures, patterns and lines using thick and thin brushes. L2, 3, SPM</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. L2, 3, 4 SPM</p> <p>Explore adding materials to the sculpture to create detail; L3, 4 SPM</p> | <p>pencils.</p> <p>Experiment with use shading to show light and shadow effects.</p> <p>Sketch a collection of observational drawings and ideas using line, tone, texture, and shading.</p> <p>Draw accurately from observation</p> <p>Draw lines of different sizes and thicknesses.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Look at and talk about the work of artists.</p> <p>Begin to explore ICT art software to make art works by cropping, cutting and pasting their own images.</p> <p>Master printing techniques of using layers of colour and repeating patterns.</p> <p>Learn how to use polystyrene. (animal prints)</p> | <p>Develop understanding on how to colour fabric.</p> | <p>Begin to cut, make and combine shapes to create recognisable forms.</p> |
| Knowledge | <p>TRIBAL TALES</p> <p>Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns. L1 CS</p> | <p>TREMORS</p> <p>Create a 3-D form using malleable or rigid materials, or a combination of materials L2 CS</p> <p>Artists draw, paint or sculpt human forms in active poses. L2 CS</p> | <p>GODS AND MORTALS</p> <p>Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. CS</p> | <p>PREDATORS</p> | <p>FORCES AND MAGNETS</p> | <p>EMPERORS AND EMPIRES</p> |



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| | | Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often drawings that are done in pencil L2 CS | | | | | |
| PSHE/RSE | Skills | <p>Mental Health</p> <p>Identify strengths and explore how they can be used.</p> <p>Finding ways to overcome problems.</p> <p>Exploring the need for perseverance and understanding a growth mindset.</p> | <p>Being Safe, including online relationships</p> <p>Explore ways to respond to cyberbullying or unkind behaviour online.</p> <p>Develop skills as a responsible digital citizen.</p> <p>Explore choices and decisions that I can make.</p> <p>Identify who I can trust.</p> | <p>Respectful Caring Friendships</p> <p>Explore ways to resolve friendship problems.</p> <p>Develop an understanding of the impact of bullying and what to do if bullying occurs</p> <p>Learn about the effects of non verbal communication.</p> | <p>Physical Health and fitness/prevention</p> <p>Discuss why it is important to look after teeth.</p> | <p>Families</p> <p>Know that problems can occur in families and that there is help available if needed.</p> <p>Identify who I can trust.</p> <p>Learn about the effects of non verbal communication.</p> | <p>Careers</p> <p>Identifying negative and positive influences that can affect our career choices.</p> <p>Explore the negative impact of stereotyping.</p> |
| | Knowledge | <p>Mental Health</p> <p>That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> | <p>Being Safe, including online relationships</p> <p>Learn reasons for following and complying with regulations and restrictions; how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>Learn about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>Learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> | <p>Respectful Caring Friendships</p> <p>Learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>Learn to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Know how to ask for advice or help for themselves or</p> | <p>Physical Health and fitness/prevention</p> <p>How to make informed decisions about health</p> <p>About the elements of a balanced, healthy lifestyle</p> <p>About choices that support a healthy lifestyle, and recognise what might influence these</p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>About what good physical health means; how to recognise early signs of physical illness</p> | <p>Families</p> <p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give</p> | <p>Careers</p> <p>Learn to recognise their individuality and personal qualities.</p> <p>Learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>Learn to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> <p>To identify the kind of job that they might like to do when they are older.</p> |



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| | | | <p>Learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>Learn where to get advice and report concerns if worried about their own or someone else’s personal safety (including online).</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>Reasons for following and complying with regulations and restrictions (including age restrictions); how they</p> | <p>others, and to keep trying until they are heard.</p> <p>Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>Know how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>what constitutes a positive healthy friendship (e.g. trust, truthfulness, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> | | <p>family members love, security and stability.</p> | <p>About stereotypes in the workplace and that a person’s career aspirations should not be limited by them.</p> <p>That some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid.</p> |
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| | | | <p>promote personal safety and wellbeing with reference television programmes, films and games.</p> <p>That personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> | | | | |
| Computing | Skills | <p>Unit 1 connecting computers</p> <p>Explain how digital devices function (input, output, process)</p> <p>Identify input and output devices</p> <p>Explain how a computer network can be used to share information</p> <p>Recognise the physical components of a network (switch, sever, wireless access point)</p> <p>Search for information in a single site</p> | <p>Unit 2 – Creating media</p> <p>Understand how animation works</p> <p>Plan an animation</p> <p>Use onion skinning to create small changes between frames</p> <p>Review and improve an animation</p> <p>Add and evaluate the impact of adding other media to an animation</p> | <p>Unit 3 – Scratch sequencing sounds</p> <p>Successfully modify a program</p> <p>Create a sequence of commands using a block language to produce a given outcome</p> <p>Use an event block to start a program</p> <p>Explain the order (sequence) of commands can effect the outcome (same commands, different order -> same or different outcome)</p> | <p>Unit 4 – Branching data bases</p> <p>Identify object attributes needed to collect relevant data</p> <p>Create a branching database</p> <p>Identify objects using a branching database</p> <p>Compare branching database structures and comment on their effectiveness</p> <p>Compare information shown in a pictogram with a branching database</p> | <p>Unit 5 – Desktop publishing</p> <p>Identify the advantages and disadvantages of using text and images</p> <p>Change font style, size and colour for a given purpose</p> <p>Consider how different layouts can suit different purposes</p> <p>Define the term ‘page orientation’</p> <p>Type with increased confidence and speed using age appropriate punctuation</p> <p>Recognise a document can be formatted with placeholders</p> | <p>Unit 6 – Events and actions</p> <p>Successfully modify a program</p> <p>Create a sequence of commands using a block language to produce a given outcome</p> <p>Use an event block to start a program</p> <p>Debug errors to accomplish specific goals</p> <p>Explain the order (sequence) of commands can effect the outcome (same commands, different order -> same or different outcome)</p> <p>Identify different sequences can achieve the same outcome</p> |



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| | | Understand that search engines select pages according to keywords found in the content | | Identify different sequences can achieve the same outcome | Explain that data can be used to answer questions | Identify the use of desktop publishing in the real world Change orientation of images | Work with others to decompose a problem into smaller steps in planning a project |
| Knowledge | <p>Unit 1 connecting computers</p> <p>Explain that digital devices accept inputs Explain that digital devices produce outputs Follow a process</p> <p>Classify input and output devices Describe a simple process Design a digital device</p> <p>Explain how I use digital devices for different activities Recognise similarities between using digital devices and non-digital tools Suggest differences between using digital devices and non-digital tools</p> <p>Discuss why we need a network switch Explain how messages are passed through multiple connections Recognise different connections</p> <p>Demonstrate how information can be passed between devices Explain the role of a switch, server, and wireless access point in a network Recognise that a computer network is made up of a number of devices</p> | <p>Unit 2 – Creating media – stop frame animation</p> <p>Create an effective flip book—style animation Draw a sequence of pictures Explain how an animation/flip book works</p> <p>Create an effective stop-frame animation Explain why little changes are needed for each frame Predict what an animation will look like</p> <p>Break down a story into settings, characters and events Create a storyboard Describe an animation that is achievable on screen</p> <p>Evaluate the quality of my animation Review a sequence of frames to check my work Use onion skinning to help me make small changes between frames</p> <p>Evaluate another learner’s animation Explain ways to make my animation better Improve my animation based on feedback</p> <p>Add other media to my animation Evaluate my final film</p> | <p>Unit 3 – Scratch sequencing sounds</p> <p>Explain that objects in Scratch have attributes (linked to) Identify the objects in a Scratch project (sprites, backdrops) recognise that commands in Scratch are represented as blocks</p> <p>Choose a word which describes an on-screen action for my plan Create a program following a design Identify that each sprite is controlled by the commands I choose Create a sequence of connected commands Explain that the objects in my project will respond exactly to the code Start a program in different ways</p> <p>Combine sound commands Explain what a sequence is Order notes into a sequence</p> <p>Build a sequence of commands Decide the actions for each sprite in a program Make design choices for my artwork</p> <p>Identify and name the objects I will need for a project Implement my algorithm as</p> | <p>Unit 4 – Branching data bases</p> <p>Create two groups of objects separated by one attribute Investigate questions with yes/no answers Make up a yes/no question about a collection of objects</p> <p>Arrange objects into a tree structure Create a group of objects within an existing group Select an attribute to separate objects into groups</p> <p>Group objects using my own yes/no questions Select objects to arrange in a branching database Test my branching database to see if it works</p> <p>Compare two branching database structures Create yes/no questions using given attributes Explain that questions need to be ordered carefully to split objects into similarly sized groups</p> <p>Create a physical version of a branching database Create questions that will enable objects to be uniquely identified Independently create questions to use in a branching database</p> | <p>Unit 5 – Desktop publishing</p> <p>Explain the difference between text and images Identify the advantages and disadvantages of using text and images Recognise that text and images can communicate messages clearly</p> <p>Change font style, size, and colours for a given purpose Edit text Explain that text can be changed to communicate more clearly</p> <p>Create a template for a particular purpose Define the term 'page orientation' Recognise placeholders and say why they are important</p> <p>Choose the best locations for my content Make changes to content after I’ve added it Paste text and images to create a magazine cover</p> <p>Choose a suitable layout for a given purpose - I can identify different layouts Match a layout to a purpose</p> <p>Compare work made on desktop publishing to work created by hand - I can identify the uses of desktop publishing in the real world - I can say why desktop publishing might be helpful</p> | <p>Unit 6 – Events and actions</p> <p>Choose which keys to use for actions and explain my choices Explain the relationship between an event and an action Identify a way to improve a program</p> <p>Choose a character for my project Choose a suitable size for a character in a maze Program movement</p> <p>Choose blocks to set up my program Consider the real world when making design choices Use a programming extension</p> <p>Build more sequences of commands to make my design work Choose suitable keys to turn on additional features Identify additional features (from a given set of blocks)</p> <p>Match a piece of code to an outcome Modify a program using a design Test a program against a given design</p> <p>Evaluate my project Implement my design Make design choices and justify them</p> | |



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| Subject | Skills & Knowledge | Autumn 1 | Autumn 2 | Spring1 | Spring 2 | Summer 1 | Summer 2 |
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| DT | Skills | <p>Identify how devices in a network are connected together</p> <p>Identify networked devices around me</p> <p>Identify the benefits of computer networks</p> | <p>Explain why I added other media to my animation</p> | <p>code</p> <p>Relate a task description to a design</p> | <p>Create a branching database that reflects my plan</p> <p>Suggest real-world uses for branching databases</p> <p>Work with a partner to test my identification tool</p> | | |
| | Knowledge | | <p>TREMORS</p> <p>Design earthquake-proof tower</p> <p>Create a 3-D form using malleable or rigid materials, or a combination of materials L1 CS</p> <p>Create shell or frame structures using diagonal struts to strengthen them. L2 CS</p> <p>Begin to investigate existing products to understand how they are made L2 SPM</p> <p>Plan a sequence of actions to make a product. L2 SPM</p> <p><i>Generate designs with annotated sketches</i> L2 SPM</p> <p>With support, refine product as work progresses while evaluating the product L2 SPM</p> <p>Identify strengths and weaknesses of their design ideas. L2 SPM</p> <p>Strengthen frames using diagonal struts L2 SPM</p> | <p>GODS AND MORTALS</p> <p>Making a decoy vessel</p> <p>Plan which materials will be needed for a task and explain why. CS</p> <ul style="list-style-type: none"> Plan a sequence of actions to make a product. <p>Measure and mark out With increasing accuracy.</p> <ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Cut slots. SPM | <p>PREDATORS</p> <p>Design toy with moving mouth</p> <p>Use nature and natural forms as a starting point for artwork</p> <p>Develop prototypes.</p> <p>Begin to discuss how their finished product meets the design criteria</p> <p>Begin to use mechanical systems in their products e.g. gears, pulleys and levers</p> <p>Measure and mark out With increasing accuracy.</p> <p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>Cut slots.</p> | <p>FORCES AND MAGNETS</p> <p>Experimenting with levers</p> <p>Develop prototypes.</p> <p>Begin to discuss how their finished product meets the design criteria</p> <p>Begin to use mechanical systems in their products e.g. gears, pulleys and levers</p> <p>Measure and mark out With increasing accuracy.</p> <p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>Cut slots.</p> | <p>EMPERORS AND EMPIRES</p> <p>Know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.</p> <p>Measure and weigh ingredients appropriately.</p> <p>Follow a recipe.</p> |
| | | | <p>TREMORS</p> <p>Malleable materials, such as clay, papier-mâché and</p> | <p>GODS AND MORTALS</p> <p>Materials for a specific task must be selected on the basis</p> | <p>PREDATORS</p> <p>Levers consist of a rigid bar that rotates around a fixed</p> | <p>FORCES AND MAGNETS</p> <p>Levers consist of a rigid bar that rotates around a fixed point, called</p> | <p>EMPERORS AND EMPIRES</p> |



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| | | <p>Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. L1 CS</p> <p>Shell structures are hollow, 3-D structures with a thin outer covering, such as a box. Frame structures are made from thin, rigid components, such as a tent frame. The rigid frame gives the structure shape and support. Diagonal struts can strengthen the structure. L2 CS</p> | <p>of their properties. These include physical properties as well as availability and cost. CS</p> | <p>point, called a fulcrum. They reduce the amount of work needed to lift a heavy object. Sliders move from side to side or up and down, and are often used to make moving parts in books</p> | <p>a fulcrum. They reduce the amount of work needed to lift a heavy object. Sliders move from side to side or up and down, and are often used to make moving parts in books. Axles are shafts on which wheels can rotate to make a moving vehicle.</p> | |
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