

## R.E -

- To talk about the Bible.
- To connect feelings and beliefs.
- To discuss religious beliefs.

## Science -

- 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.
- Rocks and soils can feel and look different.
- Rocks and soils can be different in different places/environments.

## Art/DT

- Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively.
- Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.

# Rock and Roll Autumn A Year 3

**Stimulus: Stig of The Dump**  
**Visit/Visitors: Lancaster University/ Archaeological Museum**  
**End of Unit Celebration: Sharing afternoon with parents.**

## Local/National/Global Links:

Tectonic plates/Fault lines/ Stone age around the world

Fossil finds in Britain/ Stone Age in Britain

Fossils/ Stone age in Lancaster

## French -

- Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc.
- Say or repeat some familiar words and short simple phrases Year 3.

## PSHE

Our Value for this half term is -  
Our BLP focus for this half term is -

## Music

- Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.

## Computing

- Use a range of child friendly search engines to locate different media, e.g. text, images, sounds or videos.
- Evaluate different search engines and explain their choices in using these for different purposes.
- Develop key questions and key words to search for specific information to answer a problem, e.g. a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'.
- Consider the effectiveness of key questions on search results and refine where necessary.

## Topic - History/Geography

- Making *some* links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. *between hunter-gatherers and early farmers*).
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time (such as *placing the construction of Stonehenge into chronological order*).
- Describe and understand key aspects of:
  - physical geography including volcanoes and earthquakes.
  - human geography including types of settlement and land use.

## P.E -

- Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.
- Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.
- Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.

Please see links to National Curriculum Maths and English.