

R.E -

- To understand The events of Palm Sunday, Holy Week and Easter
- To explore The transformation of emotions from joy to sadness to joy
- To explore the wide range of emotions felt by the disciples, traders, soldiers, Pharisees, Pilate, crowd etc.
- To think about the effect of this Story on today

Science -

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

□ Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (e.g. name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to name some of the vital organs protected).

□ Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move & protect their vital organs.

□ Know how the skeletons of birds, mammals, fish, amphibians or reptiles are similar (backbone, ribs, skull, bones used for movement) and the differences in their skeletons.

□ Know that muscles, which are attached to the skeleton, help animals move parts of their body.

□ Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth - e.g. do people with longer legs have longer arm spans?

□ Recognise that animals are alive; they move, feed, grow, use their senses and reproduce

Art/DT

N/A

Year 3 Spring 2

What The Romans did For Us.

Stimulus: Romans on the Rampage - Jeremy Strong
Visit/Visitors: Ribchester Museum
End of Unit Celebration: Presentation of Roman Fact Sheet/Poster

Local/National/Global Links:

Roman influence in Lancaster

Roman Evidence in Britain.

French -

- To recognise the days of the week.
- To understand most of the colours.
- To understand numbers up to 20.
- To respond to questions about likes and dislikes with a single word.
- Recognise a negative response to a question when a visual prompt is given.

PSHE

Our Value for this half term is - Justice

Our BLP focus for this half term is - Resourcefulness

Music

N/A

Computing

- Use a range of digital tools to communicate, e.g. contributing to chats and/or discussion forums, in school's VLE, blog or text messages, making purposeful contributions to respond to another pupil's question or comment.
- Has an awareness of Internet services.
- Understands what is meant by Internet services.

Topic - History/Geography

□ Use some dates and historical terms when ordering events and objects.

□ Demonstrate awareness that the past can be divided into different periods of time.

□ Explore trends and changes over time.

Describe some aspects of the Roman Empire and recognise its impact on Britain.

□ Demonstrate knowledge of aspects of history significant in their locality.

Use sources to address historically valid questions.

□ Recognise that our knowledge of the past is constructed from different sources of evidence

Name and locate a wider range of places in their locality, the UK and wider world.

Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.

□ Use the eight compass points and recognise some Ordnance Survey symbols on maps.

Observe, record, and name geographical features in their local environments.

Use geographical language to describe some aspects of human and physical features and patterns.

□ Make observations about places and features that change over time.

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.

Please see links to National Curriculum Maths and English.