

### R.E - Christmas - God with Us

- know that Christmas is a celebration of God's presence with us;
- know that we/Christians believe God is with us through his Son, Jesus;
- know that we believe that the presence of God changes our lives;
- be able to talk about the actions of Christians showing Jesus' presence in the world.
  
- make links between their own experiences and the experiences of others;
- ask good questions about religious beliefs.

### Science -

- 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 a solid object.
- Find patterns in the way that the size of shadows can change.

### Art/DT (Christmas craft/cards)

- 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,

### Music (Christmas songs/carols)

- Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience.

### Computing

- Understand the need for caution when using the Internet to search for images and what to do if they find unsuitable images (See school's Acceptable Use Policy/AUP).
- Know how to take images appropriately and responsibly (See school's Acceptable Use Policy/AUP).
- Use the zoom facility on digital maps to locate places at different scales.
- Add a range of text and annotations to digital maps to explain features and places.
- Add photos to digital maps.

### Topic - History/Geography

- Use a wider range of maps (including digital), atlases and globes.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Make and use simple route maps.
- Observe, record, and name geographical features in their local environments.
- Demonstrate knowledge of aspects of history significant in their locality.
- making *some* links between and across periods, such as the differences between clothes, food, buildings or transport.
- identifying where some periods studied fit into a chronological framework by noting connections. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- trends and contrasts over time by placing selected maps into chronological order.

### 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.

## Autumn B Year 3 There's No Place Like Home.

Stimulus: The Lancashire Giant

Visit/Visitors: Fieldwork in local area/visit to Judges

Lodgings

End of Unit Celebration:

### Local/National/Global Links:

- Lancaster History/museum
- Folk tales from Britain
- Folk tales from other countries

### French -

To understand some simple words and phrases.

To understand some simple instructions and follow them.

To repeat simple words and phrases.

To answer questions to give basic information using simple words and phrases.

### PSHE

Emotional Health and Wellbeing/Say no to bullying

•continue to develop strategies for managing feelings positively and effectively

•understand what it must be like to be bullied

•know where to go to get help if they are being bullied

•understand the importance of friendship and kind behaviour

Our Value for this half term is -

Our BLP focus for this half term is - Resilience