

## Understanding the World- 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.

## Expressive Arts and Design- Music

- Listen with attention to a range of high quality live and recorded music, to detail and to internalize 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.

## Literacy, communication and language- 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.



# Year 3 Rock and Roll Spring 1



### Stimulus: Stig of The Dump

Visit/Visitors: Lancaster University Science huntersRoll

End of Unit Celebration: Sharing assembly

### 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

## Understanding the World- 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.

## Personal, Social and Emotional Development



## RE Modern Foreign Languages – French

- Identify the meaning 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.

## Physical Development- PE

- 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.

## Expressive Arts and Design- Art

- 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.

Please see links to National Curriculum Maths

Please see links to National Curriculum English.

## **Skerton St Luke's – Curriculum Teams 2018/2019**



### **Understanding The World**

- History, Geography and Science

**Teacher/s:** Mrs Billington, Mrs Patterson and Mrs Heywood

**Teaching Assistant:** Miss Dunkeld and Miss Grime

**Governor:** Sandra Thornberry



### **Literacy, communication and language**

- English, French and Computing

**Teacher/s:** Mrs Goodwin, Miss Garnett and Ms Leong

**Teaching Assistant:** Miss Cokell

**Governor:** Kath Foster



### **Physical Development**

- Physical Education

**Teacher/s:** Miss Garnett

**HLTA/Teaching Assistant:** Miss Baldock, Mr Parkinson

**Governor:** Steve Hunt



### **Expressive Arts and Design**

- Art, Design Technology and Music

**Teacher/s:** Ms Leong, Miss Butler and Miss Thompson

**Teaching Assistant:** Mrs Pace and Ms Mullineux

**Governor:** Helen Smith



### **Personal, Social and Emotional Development**

- PSHE, P4C and RE

**Teacher/s:** Mrs Patterson, Mrs Billington and Miss Butler

**Teaching Assistant:** Miss Stephenson and Miss Lund

**Governor:** Maxine Kneeshaw



### **Inclusion**

- SEN, AGT, PPG and Pupil Progress

**Teacher/s:** Mrs Armistead, Miss Thompson, Mrs Walling-Lewis and Mrs Stephenson

**Teaching Assistant:** Mrs Holroyd

**Governor:** Lucy Ellis



### **Mathematics**

- Maths

**Teacher/s:** Mrs Patterson

**Teaching Assistant:** Mrs Plevy

**Governor:** Marcus Harding

