

R.E - Harvest

- To know what harvest is and what it means.
- To know what a religious festival is.
- To understand the Jewish festival of Sukkot.
- To develop a deeper understanding of what it is like to follow God.

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?

Art/DT - Dot week.

- Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.
- ☐ Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.
- ☐ Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.
- ☐ Show confidence and independence when working creatively e.g. with a range of media on different scales.

Autumn A Year 3 There's No Place Like Home.

Stimulus: Folk tales

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

Lodgings

End of Unit Celebration: TBC

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 - Generosity

Our BLP focus for this half term is - Readiness

Music

Not covered this term

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.
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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.
- ☐ Develop simple attacking skills in a 3V1 invasion game.
- Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities.
- ☐ Perform using a number of sending and receiving skills with