

Year 3 Topic/Subject: Rocks, Relics and Rumbles

Term 6



Breadth: Children will begin to understand how the plate tectonics provide an explanation of how earthquakes, mountains, volcanoes and oceans are formed. Children will learn how the Earth is made of layers and the roles of these layers in a volcano erupting. They will develop their understanding of the properties of igneous, metamorphic and sedimentary rock and explain how fossils are formed.

<p>As writers: Narrative</p> <p>Improve our writing through the use of:</p> <ul style="list-style-type: none"> • Paragraphs • Time adverbials • Repetition • Simile • Onomatopoeia • Precise verbs • Use direct speech • Plan, draft, edit, improve and proof-read our writing • Read aloud our writing using appropriate intonation 	<p>Being physically active: Swimming & Athletics</p> <ul style="list-style-type: none"> • Vortex throw • Long distance run • Sprint • Standing and long jump • Treading water • Breast stroke • Front crawl • Back stroke <p>Our PE day is: Wednesday</p>	<p>As design technologists: Vegetable Soup</p> <ul style="list-style-type: none"> • Learn about seasonal vegetables • Describe the safety features to be taken into account when preparing the dish • List ingredients • Plant salad seeds to use for our own meal 	<p>As scientists: Rocks & soil</p> <ul style="list-style-type: none"> • Explore the formation and properties of igneous, metamorphic and sedimentary rock • Test rocks for different properties • Explain how fossils are formed • Describe the properties of soil
<p>As readers:</p> <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes • Read aloud to understand the meaning of new words • Develop positive attitudes to reading and an understanding of what is read by using dictionaries to check the meaning of words and discussing words and phrases of interest • Check that the text makes sense by discussing understanding and explaining the meaning of words in context 	<p>As Mathematicians: Time, Shape & Statistics</p> <ul style="list-style-type: none"> • Read a digital clock • Understand years, months and days • Use AM & PM • Describe turns • Compare angles • Identify right angles in a range of contexts • Measure and draw accurately • Recognise and describe 2D shapes • Identify parallel and perpendicular lines • Interpret pictograms • Interpret bar charts • Collect and represent data 	<p>As linguists (French): My Family</p> <ul style="list-style-type: none"> • Be able to say the names of different family members in French • Begin to hold 'mini conversations' using vocabulary learned this term 	<p>As musicians: Singing and performing</p> <ul style="list-style-type: none"> • Listen and appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Play instruments within the song • Improve using voices and instruments • Begin to understand composition • Share and perform the learning that has taken place

<p>As computer Experts: Programming</p> <ul style="list-style-type: none"> • Explain how a sprite moves in an existing project • Create a program to move a sprite in four directions • Adapt a program to a new context • Develop a program by adding features • Identify and fix bugs in a program • Design and create a maze-based challenge 	<p>As Geographers: Earthquakes & Volcanoes</p> <ul style="list-style-type: none"> • Label and describe the Earth's core, outer core, mantle and crust • Explain the tectonic process that would lead to an earthquake • Locate and label on a map the Pacific Ring of Fire • Explain the differences between active, dormant and extinct volcanoes • Explain the process that forms volcanoes • Describe the impact of the 2004 Boxing Day tsunami & 1906 San Francisco earthquake 	<p>Religious Education: Hindu Beliefs</p> <ul style="list-style-type: none"> • Describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything • Explain some of the different roles I play whilst still being me • Recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus <p>Key Questions: How can Brahman be everywhere and in everything?</p>	<p>As citizens (PSHCE): Changing me</p> <ul style="list-style-type: none"> • Understand how babies grow and develop in the mother's uterus • Understand what a baby needs to live and grow • Identify how boys' and girls' bodies change on the outside and during the growing up process - puberty • Recognise stereotypical ideas about parenting and family roles • Identify what I am looking forward to when I move to my next class
<p>As Artists: Still Life</p> <ul style="list-style-type: none"> • Describe the work of Peter Doig • Experiment with oil paints • Select and arrange materials for a striking effect • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines • Select and arrange materials for a striking effect • Use a combination of materials that are cut, torn and glued • Sort and arrange materials • Mix materials to create texture 			
<p>Key Vocabulary:</p>	<p>Time adverbials, Repetition, Simile, Onomatopoeia, Precise verbs, Seasonal, Inspiration, Purpose, User, Automatically, Fluency, Accurate, Properties, Igneous Rock, Metamorphic Rock, Sedimentary Rock, Fossil, Soil, Root Word, Prefix, Suffix, Digital Clock, Colon, AM, PM, Year, Month, Day, Parallel Lines, Perpendicular lines, Data, Classical music, Minim, Crochet, Composition, Composer, Program, Sequence, Debugging, Command, Earthquake, Volcanoes, Erupt, Dormant, Active, Extinct, Plate Tectonics, Core, Outer crust, Mantle, Crust, Hindu, Brahman, Beliefs, Respect, Pilgrimage, Varanasi, Omnipresent</p>		

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	We will generate an enquiry question and make careful observations. <ul style="list-style-type: none"> • What happens if? • I wonder how? • I wonder why? 	We will learn about the beliefs of others and their rituals. We will develop our understanding why religious and non-religious people travel to the River Ganges. We will learn about how volcanoes erupt and we will locate active, dormant and extinct volcanoes around the world.	We will discuss and embed the skills represented by learning powers and use these successfully throughout the term. Children can aspire to be artists, authors or geographers.

Home learning:	Please complete a minimum of 1 task on Spelling Shed and on Time Tables Rockstars weekly. Please read to an adult regularly (ideally every day or a minimum of 3 times a week) at home. Reading records will be checked every Wednesday. Please complete 3 activities from the homework grid across the term.
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