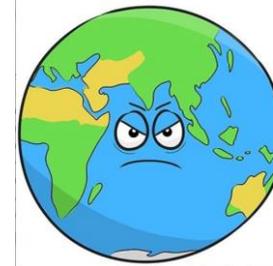


Year 3 Spring Term 1
Big Questions

What makes the Earth Angry? (Volcanoes and earthquakes)



What do rocks tell us about the way the Earth was formed?

As Writers we will...

- Use non-fiction texts (including atlases) to read, research and discover information, identifying and using features such as the index, contents, glossary, keys/legends, diagrams
- Read a range of fiction texts, including poems about volcanoes, and develop our own style, techniques and grammar skills in related writing work.
- Continue to improve our spelling and punctuation accuracy and ability to self-edit and correct work
- Continue to improve our joined handwriting

As readers we will...

- Read books that are structured in different ways for a range of purposes
- Use dictionaries to check the meaning of words that I have read.
- Read further exception words
- Identify themes and conventions in a wide range of books

As Mathematicians we will...

- Use multiplication and division to solve a range of problems.
 - Multiply and divide a 2 digit by 1 digit number
- Investigate fractions with the same denominators and their relationships:*
- Ordering fractions with the same denominator
 - adding and subtracting fractions within close to "Making the whole".
 - Count up and down in tenths
 - Measure with and recognise the relationship between mm, cm and metres.

As Geographers we will...

- Locate countries on maps/atlas.
- Use atlases/maps appropriately – including index and contents.
- Use correct geographical words to describe a place and key events/aspects that happen there.
- Describe how volcanoes are created.
- Describe how earthquakes are created.
- Describes how these events have an impact on people's lives.
- Locate and name some of the world's famous volcanoes.

As Scientists we will...

- Compare and group rocks based on their appearance and physical properties, giving reasons
- Know how soil is made and how fossils are formed
- Know about and explain the difference between sedimentary, metamorphic and igneous rock

Sticky Words

for this half term are...

Pressure, explosive, effusive (eruptions), eject, releases, atmosphere, devastating, boundaries, vent, eruption, furnace, escape, outlets, surface, volcanic, active, dormant, extinct, continent, country, Earth, gas, survive/survivor

Rock, soil, layers, hard, sedimentary, igneous, sandy, chalk, clay, granite, absorb

Other relevant words – *Lava, core, igneous rock, tectonic plate, magma*

As Artists we will...

Create paintings of volcanoes based on work of famous artists

- Investigate the work of Hokusai and Hockney
- Sketch famous mountains and volcanoes
- Create a tile to make a print
- Make a printed image in the style of Hockney

<p>As Athletes we will... Create a volcano dance:</p> <ul style="list-style-type: none"> • Improvising freely translating ideas from a stimulus into movement • Share ideas with a partner or small group • repeat, remember and perform these phrases as a dance <p>Learn and practice our Rugby skills, including: Passing and catching whilst static and moving. Awareness of moving into a space, work as a team and how to score a try.</p>	<p>As Musicians we will...</p> <ul style="list-style-type: none"> • Sing in a round/parts “Popacatapetyl” • Use a range of instruments to compose music from a stimulus, using graphic notation to record our ideas. • Listen and appraise a range of reggae music. • Learn to sing, play along to and perform instrumental parts – “Three Little Birds by Bob Marley” 	<p>In Religious Education we will...</p> <ul style="list-style-type: none"> • Ask “Why do people celebrate?” • Explore and understand some festivals from different religious communities. • Appreciate similarities and differences between festivals • Appreciate why festivals are important in religious celebration and worship.
<p>In PSHE we will</p> <ul style="list-style-type: none"> • Continue to explore our school ethos of “No Outsiders”, what this means for ourselves, our school and the wider community. • Discuss and describe aspects of our identity, and to recognise similarities and differences between themselves and others. • Recognise difference and respect diversity • Know about groups and communities that exist locally, and the roles some people play in the community • Understand about the needs of animals, including pets and the responsibilities of humans towards them. 	<p>In computing we will...</p> <ul style="list-style-type: none"> • To use the symbols more than, less than and equal to, to compare values. • To use 2Calculate to collect data and produce a variety of graphs. • To use the advanced mode of 2Calculate to learn about cell references. • To learn how to use the home, top and bottom row keys. • To practise typing with the left and right hand, using the correct finger positions for different letters. • E-Safety: Look at PEGI age rating on games and apps and consider the importance of these. 	<p>In French we will</p> <ul style="list-style-type: none"> • Revise and learn new vocabulary and phrases for greetings, numbers, colours and classroom objects and commands. • Give a personal response in short phrases • Have a conversation with a partner and begin to write short phrases in French.