

Rocks, Relics and Rumbles

Year 3 Spring Term 2022

Brief outline of Learning Journey:

This project teaches children about the features and characteristics of the Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.

Main subject for topic - Geography

Context - Layers of the Earth, plate tectonics, features of volcanoes, volcanic eruptions, earthquakes and tsunamis.

Skills developed - To compare and group rocks based on their appearance, properties or uses; to describe simply how fossils are formed; to name and locate significant volcanoes and plate boundaries and explain why they are important; to describe the parts of a volcano or earthquake.

Knowledge and key vocabulary - There are three different rock types: sedimentary, igneous and metamorphic. Fossils form over millions of years and are the remains of a once-living organism, preserved as rock. Soils are made from tiny pieces of eroded rock, air and organic matter. The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.

Maths

Main focus - multiplication, division, money, length, perimeter and fractions

KIRFs - units of time and the 4 times table

The children will also be:

- Drawing pictograms and bar charts
- Learning to tell the time
- Problem solving and reasoning

English

Key texts - The Street Beneath My Feet, Pebble in my pocket, Earthquakes and Escape from Pompeii.

Reading - the children will be studying the text 'Dave Pigeon' by Swapna Haddow analysing the text as well as reading non-fiction texts. The children also need to continue with the reading challenge.

Writing - Children will be writing explanations and non-chronological reports about earthquakes as well as tory writing about an erupting volcano.

Science

Context - Forces and Magnets

This project teaches children about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces, and identify parts of a magnet and magnetic materials.

Skills developed:

- Investigate and compare a range of magnets (bar, horseshoe and floating) and explain that magnets have two poles (north and south) and that opposite poles attract each other, while like poles repel each other.
- Compare and group materials based on their magnetic properties.
- Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.
- Make increasingly careful observations, identifying similarities, differences and changes and making simple connections.

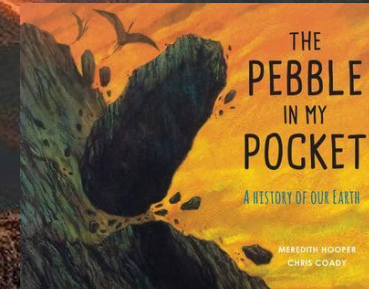
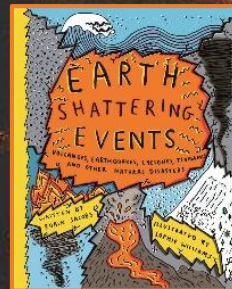
Knowledge:

- Magnets have two poles (north and south). Opposite poles (north and south) attract each other, while like poles (north and north, or south and south) repel each other.
- Some materials have magnetic properties. Magnetic materials are attracted to magnets. All magnetic materials are metals but not all metals are magnetic. Iron is a magnetic metal.
- The Earth acts like a huge bar magnet. It is surrounded by an invisible magnetic field called the magnetosphere, protecting it from the Sun's solar wind.

PE

Mondays - with the coaches

Tuesdays - Real P.E. Core skills and ball games



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Design Technology

Context: This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.

Skills:

- Develop design criteria to inform a design.
- Plan which materials will be needed for a task and explain why.
- Use tools safely for cutting and joining materials and components.
- Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.

Knowledge:

- Design criteria are the exact goals a project must achieve to be successful. These criteria might include the product's use, appearance, cost and target user.
- Automata are machines that seem to move on their own and are intended to intrigue and delight an audience.
- Specific tools can be used for cutting, such as saws. Wood can be joined using glue, nails, staples, or a combination of these. Safety rules must be followed to prevent injury from sharp blades. These rules include using a bench hook to keep the wood still, using a junior hacksaw with a pistol grip and working under adult supervision.

Computing

The children will start by learning to effectively search the internet, using keywords and understand the importance of word order. Then they will use programme to create and debug algorithms.

RE

In RE the children will be learning about Lent that leads up to the Christian celebration of Easter followed by learning about Vesak which is an important Buddhist festival, commemorating the birth and enlightenment of Prince Siddhartha, who became known as Buddha.

French

In French lessons the children will learn numbers from 13 -20, days of the week, months of the year and seasons.

Jigsaw - Lifeskills

Spring 1: Dreams and Goals
Spring 2: Healthy me

Art and Design

Context: This project teaches children about artistic techniques used in sketching, printmaking and sculpture
Skills developed: Create a 3-D form using malleable or rigid materials, or a combination of materials
Knowledge: Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.

Music

The first unit the children will be working on is Three Little Birds, by Bob Marley. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.

The second unit is centred around The Dragon Song. This is a song about kindness, respect, friendship, acceptance and happiness.