

Rocks, Relics and Rumbles

Year 3 Spring Term 2024

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.

PE

Mondays - with the coaches

Thursdays - Real P.E. Core skills and gymnastics

Maths

Main focus - multiplication, division, length, perimeter, fractions, mass and capacity

KIRFs - units of time and the 4 times table

The children will also be:

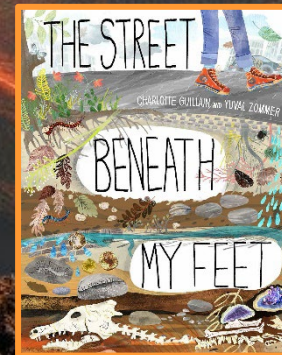
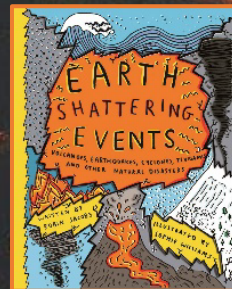
- Drawing pictograms and bar charts
- Learning to tell the time
- Problem solving and reasoning

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.

Writing - Children will be writing explanations and non-chronological reports about the layers of the Earth and earthquakes as well as writing descriptions about erupting volcanoes.



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.

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Design Technology

Context: Through the project 'Make it Move' the children will learn about cam mechanisms. They will 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

In our first area of learning the children will develop their understanding of what a branching database is and how to create one, using yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects.

Our second focus after half term will be on desktop publishing software and the children will consider careful choices of font size, colour and type to edit and improve premade documents. They will start to add text and images to create their own pieces of work using desktop publishing software.

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 colours and how to count to 10. They will begin to learn nouns, beginning to use the determiners le, la or les for animals under the sea, understanding masculine, feminine, singular and plural.

Art and Design

Context: Through the projects 'Ammonite' and 'People and Places', the children will be learning artistic techniques used in sketching and printmaking.

Skills developed: Draw and paint a human figure in a variety of poses, using a range of materials, such as pencil and charcoal and make a two-colour print.

Knowledge: Hatching, cross-hatching and shading are techniques artists use to add texture and form. A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.

Music

This term we will be learning songs for our production of The Wizard of Oz. No doubt you will also become very familiar with the songs too as they are very catchy and I'm sure the children will be practising them at home!

Jigsaw - Lifeskills

Spring 1: Dreams and Goals

Spring 2: Healthy me