

Geography

What makes the earth angry?

Pupils will learn about climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

In their lessons, they will learn the following:

- What causes a volcano to erupt and which are the famous volcanoes in the world?
- How do volcanoes impact on the lives of people and why do people choose to live near them?
- How can we recreate an erupting volcano?
- What causes an earthquake (and a tsunami) and how are they measured?
- Who experiences extreme weather in our country?
- Which countries have experienced earthquakes and tsunamis in your life time?
- How can we capture a stormy weather pattern using music, drama and dance?

Reflection: Each group to put together a weather presentation of extreme weather using music, drama and video clips.

Art & Design

What's that coming over the hill?

In art lessons, pupils will create a landscape painting of a volcano linked to our topic.

- What is a landscape picture?
- Who are some of the famous landscape painters?
- What is perspective?
- Can we sketch our own landscape pictures and mix paints to colour them?

Year 3

Autumn 2 Curriculum Map

Big Learning Question (Theme):

What makes the earth angry?

Links to Our School Values & The British Values

Pupils will continue to understand the process of **democracy by learning about the houses of parliament and the importance of democracy.**

They will also learn about showing **mutual respect and tolerance** of those with different faiths and beliefs by discussing the rules and beliefs of different faiths in RE and during circle time.

They will be reminded of **the rule of law** when learning & embedding the school rules.



Save The Dates!



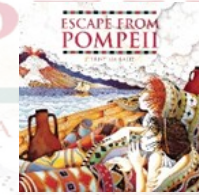
Emergency Day! Earthquakes and volcanoes show @ National History Museum, London. 11th December 2018



Angry Earth Creative Day 18th December 2018

English

Learning will be based on our Main Text:



Escape from Pompeii

by Christina Balit

Linked to our big learning question/theme, pupils will travel back in time to the days of the Roman Empire and join Tranio, the son of an actor, and his friend Livia, the baker's daughter, in witnessing the eruption of Mount Vesuvius in AD79, causing destruction of their beloved city, Pompeii.

Writing outcomes:

- **Diary entry** in role as Tranio or Livia on the day after the eruption
- **Letter** to relative in Britain describing events
- **Explanation** of a volcanic eruption
- **Fact file** on earthquakes and volcanoes
- **Non-chronological report** on daily life in Pompeii
- **Thought bubbles** of city dwellers before and during eruption
- **Evacuation instructions**
- Using picture of volcano erupting, **description** of eruption
- **Eye-witness account**
- **Discussion/comparative report** - Should people re-build towns and cities close to active volcanoes?
- **Advert- For sale notice** for home in Pompeii
- **Volcano poem**

Reading:

As well as reading Escape from Pompeii, pupils will enjoy daily class reader with the text Green Ship. Pupils will practise reading skills such as inference, prediction, retrieval, decoding, fluency etc. during their daily 'Reading to Learn' slot. Pupils will enjoy reading:

- Non-fiction texts on volcanoes and earthquakes
- Atlantis: Legend of a Lost City by Christina Balit.

Spellings test day: Friday

Handwriting- pupils will be expected to use cursive joins in their writing and will practice handwriting in **Early morning work.**

Maths

Multiplication and division Solving Problems & Reasoning

Pupils will be learning to:

- **Recall and use multiplication and division facts for the 3x table.**
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
- **Recall and use multiplication and division facts for the 4x table.**
- **Recall and use multiplication and division facts for the 8x table.**
- **Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.**

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 3 standards**. Therefore, it is important that any home learning should work on consolidating these.

Please speak to your child's teacher if you would like any support with this.

Science

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

By the end of this unit, all pupils should be able to:

- compare and group together different rocks based on their simple physical properties.
- describe and explain how different rocks can be useful to us.
- describe how fossils are formed.
- recognise that soils are formed from rocks and organic matter.

Some pupils will be able to (challenging):

- classify igneous and sedimentary rocks.
- begin to relate the properties of rocks with their uses.

Music

'Animal Characteristics'

Pupils will:

- Explore The 'Carnival of the Animals' by Camille Saint-Saëns.
- Investigate the characteristics of different animals and how the music is composed to represent them.
- Use physical movement to respond to different musical elements.
- Compose and notate their own compositions to try to create music to fit different animals taking into account pitch, dynamics, tempo and timbre.

Religious Education

What do people believe about God?

By the end of this unit, pupils will be taught to:

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

In lessons they find learn the following:

- Why is God written with a capital G?
- How is God, or are the Gods, described in different religious books and texts?
- How is God portrayed in Christian art?
- What are the features of Islamic art and how do these reflect beliefs?
- What is the humanist view?

Reflection: What do I believe about God?

PE

Pupils will learn to:

- perform dances using a range of movement patterns. They will work with a partner, in groups and create a dance performance on the theme Extreme Earth.
- To use range of techniques to pass the ball, attack and defend during invasion games.

PE days: Indoor (Mon) & Outdoor (Weds)

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology).
- **Computer Science:** Advanced logic using algorithms (writing & debugging programmes).
- **Cross-curricular information technology (using IT to research our topics):** researching Volcanoes, earthquakes and tsunamis using Google Safe Search.

PSHE Health & Wellbeing

Overarching aims of this terms theme:

- A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Diversity** and **equality** (in all its forms)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

During their lessons, pupils will learn how:

- To set a goal
- To explain what food groups make up meals
- To understand how food choices can contribute to tooth decay
- To explain what a drug is
- To categorise drugs
- To explain the effects of passive smoking
- To understand the effects of caffeine
- To explain democracy and explain why democracy is important ([Link to Student Council Elections](#))
- To explain the difference between unkindness and bullying ([Link to Anti Bullying week](#))
- To explain what conflict is and ways of resolving conflict
- To explain what to do if conflict escalates

French All About Me

By the end of this unit, all pupils should be able to:

- Give and respond to simple classroom instructions appropriately
- Name parts of the body from a song
- Identify colours
- Name items of clothing

Most children will be able to:

- Ask and answer questions using the topic vocabulary
- Read and write simple words
- Say that un/une relate to masculine & feminine nouns

Some children will be able to:

- Use a dictionary to develop topic vocabulary further

Home Learning

Please see the your child's Home Learning Project for this half-term. A copy will be sent home & you can also find it under the Homework section on our website.

Weekly homework will be sent out online via DB Primary, Bug Club, Mathletics & Spellodrome.



Remember that **Reading should be taking place EVERY DAY**. Reading Records will be checked daily. Please listen to your child read and write a comment/ sign in their reading record. If they are able to, children can read & write their own reflection comment about what they have read.

