

Knowledge Outcomes

A volcano is a mountain that opens downwards to a pool of molten rock below the surface.

An earthquake is the result of two tectonic plates rubbing together causing the ground to shake.

There are 5 layers of the earth. These are solid core, molten core, mantle, oceanic crust and continental crust.

An extinct volcano hasn't erupted in 10,000 years, a dormant volcano is not currently active and erupting and an active volcano is erupting.

Challenge: A Tsunami is caused by an underwater earthquake or underwater volcano eruption.

Strength Lies in Difference

Understand what it means to be wealthy - financially, physically, emotionally.

Understand that in the past, Africa was responsible for more than 1/2 of the world's salt and gold supply.

Understand how Africa has contributed to the rest of the world's wealth.

Understand how the perception of African countries has changed and the reasons for this.

Literacy

Please see termly Success and Challenge cards.

Physical Development

Dance:

Respond in the correct manner to commands e.g. freeze, inside, outside

Repeat some simple sequences of movements

Repeat some simple sequences of movements relating to a stimulus

Personal, Social and Emotional Development

PSCHE: What makes a community?

Understand how children belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups

Understand what is meant by a diverse community; how different groups make up the wider/local community around the school

Understand how the community helps everyone to feel included and values the different contributions that people make

Know how to be respectful towards people who may live differently to them

Understand that there are different types of families

Know that families can have one mum and one dad, a single parent, two mums or two dads

Recognise responsibility, devotion and care as core family values rather than as having a particular structure

R.E.: Christianity: Could Jesus really heal people?

Talk about some of the things in the world that people think of as miracles and begin to think about a miracle we would like to see happen today.

Explain one Christian viewpoint about one of Jesus' healing miracles.

Explain how Christians may describe and explain Jesus' miracles.

SPRING TERM 1 Objectives Tremors Year 3

Mathematics

Please see termly Success and Challenge cards.

Languages

Animals around us

Understand and say some animal nouns.

Recognise a masculine animal noun and a feminine animal noun.

Tell someone my favourite animal.

Recognise some plural animal nouns.

Say which animals I like and don't like.

Understand and listen to a story about the animals I might see on my way to school.

Understanding of the World

Geography:

Locate some of the world's countries, focusing on those in Europe and South America, concentrating on their environmental regions, and key physical and human characteristics.

Describe and understand key aspects of physical geography - volcanoes and earthquakes.

Science: Rocks

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

- describe in simple terms how fossils are formed when things that have lived are trapped within rock

- recognise that soils are made from rocks and organic matter.

Computing: iNetwork

Understand what a network is

Know key parts of a computer network

Understand how information is exchanged between devices

Understand that the internet is the physical connections between computers and networks

Understand how data travels throughout a network

Understand that devices on networks have a unique address

Expressive Art and Design

Art and Design: Sculpture

Cut, make and combine shapes to create recognisable forms.

Use salt dough and practise joining techniques.

Music: Singing

Sing a wide variety of songs, pitch-matching with accuracy and control within the pitches d-so.

Perform forte and piano (loud and soft)

When singing, use one breath per melodic phrase.

Hold own line in simple rounds and canons with increasing accuracy, confidence and awareness of effect created.

Use the voice with awareness and control over breathing, diction and posture.

Sing confidently to communicate meaning using an appropriate range of timbre and dynamics.