

**Engage:  
Express:**

### Literacy

Apply their growing knowledge of root words, prefixes and suffixes to read and understand new words  
Understand what they read, in books they can read independently, by:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

Develop spelling and handwriting skills in line with curriculum objectives

Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit

Extend the range of sentences with more than one clause by using a wider range of conjunctions  
Use the present perfect form of verbs in contrast to the past tense

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use conjunctions, adverbs and prepositions to express time and cause

Use fronted adverbials

### Mathematics

*Please see termly Success and Challenge*

### Physical Development

#### Gymnastics:

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance

Perform dances using a range of movement patterns

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Personal, Social and Emotional Development

#### PSCHE: Going for Goals

Taking responsibility – for our successes and when things go wrong

Waiting for what you want – persistence (keeping going)

Resilience – bouncing back/maintaining effort

Setting and achieving goals

Ladder to success I would be, but .....

Excuses, excuses! Making wise choices

Planning for: "Looking at risk"

#### Being Different and Equal

Can anyone become wealthy?

#### R.E.: Islam: Beliefs and Teachings

Pupils should learn:

- Allah is the Islamic name for God
- Human beings are the best of his creation
- Angels are created by Allah
- Shirk – regarding anything as being equal to, or a partner to Allah is forbidden
- Allah gives guidance through messengers and books
- Muhammed . the Seal of the Prophets

## SPRING TERM 1 Objectives *Tremors* Year 3

### Knowledge Outcomes

What is a volcano?

What is an earthquake?

How many layers of the earth are there and what are they called?

What is the difference between an extinct volcano, a dormant volcano and an active volcano?

#### Challenge

**What causes a Tsunami?**

### 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:

Describe and understand key aspects of physical geography including volcanoes and earthquakes  
Use maps, atlases, globes and digital mapping to locate countries and describe features studied

Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities

Name and locate counties and cities of the UK, geographical regions and human and physical characteristics key topographical features and land-use patterns; and understand how some of these have changed over time.

Identify the regions of the world with volcanic and tectonic plate activity.

Consider the countries and climates that surround both the Equator and these tectonic plate regions and discuss the relationships between these and the countries.

Critically study photographs – do they think these were taken close to the Equator or further away?

#### History:

##### Being Different and Equal

To identify and understand the lives of significant individuals in the past who have contributed to National and International achievements

#### 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: iProgram

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;

### Expressive Art and Design

#### Art and Design: Sculpture

Introduce them to a wide range of sculptures and artists. Choose one for in-depth analysis. They must evaluate and analyse their work and form their own opinion. They can replicate the work to gain understanding and improve technique and control.

#### Music:

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music