

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.
- 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.

English / Mathematics

Please see termly Success and Challenge cards.

Physical Development

Multi-skills:
 Demonstrate running, jumping and throwing skills in simple challenges
 Show some control when using a small range of basic running, jumping and throwing actions
 Understand and demonstrate the difference between sprinting and running for sustained periods
 Know and demonstrate a range of throwing techniques
 Throw with some accuracy and power into a target area
 Perform a range of jumps, showing consistent technique and sometimes using a short run-up

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.: What is Religion?

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

Geography focus

Year 3

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: Composing

Develop improvisation skills, using voices, tuned and untuned percussion and other instruments

Invent short 'on-the-spot' responses using a limited note-range.

Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.

Compose in response to different stimuli e.g. stories, verse, images (paintings and photographs) and musical sources.

Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).