

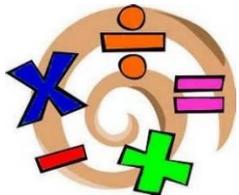


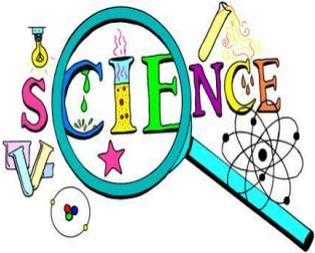
Entry Point

Earthquakes and Volcanoes

The children will imagine they are news presenters and both a volcanic eruption and an earthquake has been announced in Slough. They will spend the afternoon doing different volcanic eruption experiments using vinegar and bicarbonate of soda. Then, they will also have the opportunity to investigate the different classroom items that have been covered in mud and sand due to the earthquake.



Year Group: 3		
Subject	Topics	Key learning focus
<p>English</p> 	<p>Our genres for this term are:</p> <ul style="list-style-type: none"> • Free Verse Poetry • Stories around a theme • Letters and authors • Performance poetry <p>We are using the Talk for Writing approach which uses drama and speaking and listening skills to inspire and develop ideas.</p>	<p>As writers and readers, we will:</p> <ul style="list-style-type: none"> • Learn to compose and rehearse sentences orally and to use paragraphs to organise ideas. Pupils will be encouraged to use powerful language for description. • Plan and write a range of fiction and non-fiction genres in our weekly extended writing lessons and have an opportunity to practise and develop key skills. • Participate in discussions, presentations, performances, role-play/improvisations and debates. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Practice spelling, grammar and punctuation as part of the daily English lessons.
<p>Mathematics</p> 	<p>The units for this term are:</p> <ul style="list-style-type: none"> • Fractions • Money • Statistics • Time • Shape • Mass and Capacity 	<p>As mathematicians, we will:</p> <ul style="list-style-type: none"> • Draw 2D shapes and make 3D shapes using modelling materials. • Recognise angles as a property of a shape. • Recognise right angles as a quarter of a turn.

		<ul style="list-style-type: none"> • Tell and read the time from an analogue clock, including using Roman numerals. • Estimate and read time with increasing accuracy to the nearest minute. • Know the number of seconds in a minute and number of days in each month, year and leap year. • Compare duration of events • Interpret data using bar charts. • Count up and down in tenths. • Recognise and write fractions of a discrete set of objects. • Recognise and use fractions as numbers. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Add and subtract fractions • Compare and order unit fractions • Measure, compare, add and subtract length, mass, volume and capacity. • Measure the perimeter of 2D shapes. • Add and subtracts amounts of money to give change.
<p>Science</p> 	<p>The units for this term are:</p> <ul style="list-style-type: none"> • Animals including humans • Growth of food and a healthy diet 	<p>As Scientists we will:</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Recognize the importance of a healthy diet. • Investigate why humans need water.

<p>Geography</p> 	<p>The unit for this term is:</p> <ul style="list-style-type: none"> • Volcanoes and Earthquakes 	<p>As Geographers we will:</p> <ul style="list-style-type: none"> • Learn about plate tectonics and label plate tectonics on a map. • Look at a case study of an Earthquake, then present our own case study. • Understand how and why a volcano erupts and describe the physical geography of a volcano.
<p>History</p> 	<p>The unit for this term is:</p> <ul style="list-style-type: none"> • Volcanoes and Tsunamis 	<p>As Historians we will:</p> <ul style="list-style-type: none"> • Research Pompeii. • Present the effects of Pompeii. • Research and investigate a modern day volcanic eruption. • Investigate the Boxing Day Tsunami. • Present the Boxing Day Tsunami. • Each topic will look at the long term and short term effects of the natural disasters. • Present our work and learning and critique sources to question their reliability.
<p>Art and Design</p> 	<p>The unit for this term is:</p> <ul style="list-style-type: none"> • Tsunami <ul style="list-style-type: none"> ○ Japanese wave art 	<p>As Artists we will:</p> <ul style="list-style-type: none"> • Investigate different types of Japanese art. • Recreate patterns from the environment. • Use a range of paints to create different textures. • Create a piece of Japanese art.
<p>Design and Technology</p> 	<p>The unit for this term is:</p> <ul style="list-style-type: none"> • Volcanoes <ul style="list-style-type: none"> ○ Making a volcano 	<p>As Designers/ Engineers we will:</p> <ul style="list-style-type: none"> • Investigate air pressure • Explore 3D modelling • Create annotated plan and sketch • Make a volcanic model • Explore a volcano model
<p>Religious education</p> 	<p>The unit for this term is:</p> <ul style="list-style-type: none"> • Christianity and Hinduism. 	<p>As Theologians we will:</p> <ul style="list-style-type: none"> • Explore examples of Hindu deities. • Consider the impact of dharma and karma on lives of Hindus.

		<ul style="list-style-type: none"> • Consider what good behaviour looks to others. • Understand the Christian God and how it influences people's behaviour. • Learn the story of Adam and Eve and the influence on humanity. • Understand why Christians believe God sacrificed Jesus. • Learn about a friendship parable in the Bible.
<p>Computing</p> 	<p>The units for this term are:</p> <ul style="list-style-type: none"> • Programming • Data presentation and interpretation • Internet safety 	<p>As computer scientists, we will:</p> <ul style="list-style-type: none"> • Design, write and debug a programme. • Collect, analyse, evaluate and present data and information. • Recognise acceptable and unacceptable online behaviour. • Use technology safely, responsibly and successfully.
<p>French</p> 	<p>The units for this term are:</p> <ul style="list-style-type: none"> • Classroom objects • Alphabet 	<p>As Linguists, we will:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Read carefully and show understanding of words, phrases and simple writing. • Understand basic grammar appropriate to the language being studied.
<p>P.E</p> 	<p>The units for this term are: Athletics</p>	<p>As Sportspeople, we will be able to:</p> <ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare our performances with previous ones and demonstrate improvement to achieve a personal best.

		<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Use running, jumping, throwing and catching in isolation and in combination.
<p>PSHCE</p> 	<p>The units for this term are:</p> <ul style="list-style-type: none"> • Balanced and healthy lifestyle • Aspiration and achievements 	<p>As members of a community we will:</p> <ul style="list-style-type: none"> • Make health and informed choices about lifestyle. • Recognise the benefits of choosing a healthy lifestyle. • Understand how healthy diet can affect your mind. • Recognise and celebrate achievements. • Identify personal areas for improvement. • Discuss personal aspirations. • Understand how mental and emotional health can be both positive and negative.