

Year group: 3

Term: Spring 2

Topic: Rocks, Relics and Rumbles
How were volcanoes formed?
Geography and Science based topic

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning:

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Key vocabulary: accommodation, active, affect, aftershock, alert, anchorage, archaeology, architecture, ash cloud, cardinal point, cause, cinder, cinder cone volcano, clay soil, climate, column, compact, compass, composite volcano, composition, continent, continental crust, continental drift, convergent, country, crater, crust, crystal, crystallisation, dangerous, death, debris, decay, degree, destruction, dinosaur, direction, discovery, divergent, dormant, Earth, earthquake, effect, effusive, energy, epicentre, equator, erosion, eruption, evacuation, excavation, expedition, explosive, extinct, extrusive, famous, flood, focus, food chain, fossil, fossilisation, function, gas, geology, Giuseppe Fiorelli, hill, igneous, impermeable, inner core, inspiration, intercardinal point, intrusive, lake, landscape, latitude ...

PSHE objectives:

TBC

Digital literacy:

- Make judgments in order to stay safe, whilst communicating with others online.
- Recognise online behaviours that would be unfair



Opportunities for trips / visitors:

- Geography and Science focus

Whole class texts:

Street Beneath My Feet by Charlotte Guillain and Yuval Zommer

History objectives:

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structures accounts, including written narratives and analyses.

PE objectives:

Maths objectives: Measurement and fractions
Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
Measure the perimeter of simple 2-D shapes
count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
recognise and show, using diagrams, equivalent fractions with small denominators
add and subtract fractions with the same denominator within one whole
compare and order unit fractions, and fractions with the same denominators
solve problems that involve all of the above

English objectives: Explanation
To write effective sentences for our explanation

Geography objectives:

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

Music objectives:

Improvise and compose music for a range of purposes using the interrelated dimensions of music.

Science objectives: Rocks

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, using words, pictures or a model.
Recognise that soils are made from rocks and organic matter.

Languages objectives: French

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Art objectives:

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

To create sketch books to record their observations and use them to review and revisit ideas

Computing objectives:



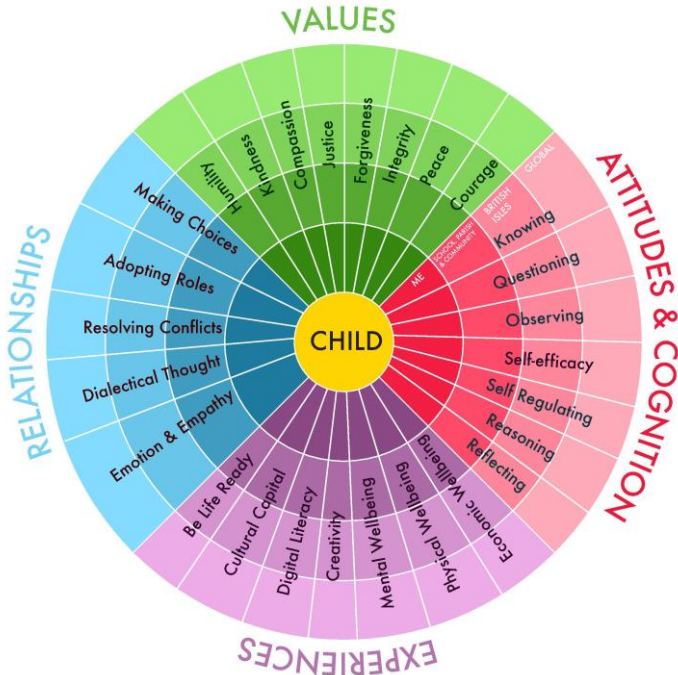
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration;
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

RE objectives: (Relating and Lent)

Relating: **Area of Study 1:** Knowing and loving God, Jesus Christ, Son of God. **Area of Study 2:** What is the Church? One and holy, Catholic. **Area of Study 3:** Liturgy, Sacraments, Eucharist, prayer. **Area of Study 4:** The dignity of the human person

Lent: **Area of Study 1:** Knowing and loving God, the Scriptures, Jesus Christ, Son of God **Area of Study 2:** What is the Church? One and holy, Catholic **Area of Study 3:** Liturgy, prayer **Area of Study 4:** The dignity of the human person, freedom, responsibility and conscience, the human community, love of God, love of neighbour

Design Technology objectives:

<p>Year group: 3</p> <p>Term: Spring 2</p>	<p>Topic: Rocks, Relics and Rumbles</p> <p>How were volcanoes formed?</p> <p>Geography and Science based topic</p>	<p>Kernow Cluster Topic Overview Sheet</p> <p>Skills</p>	 
<p>Links to previous topics:</p> <ul style="list-style-type: none"> • Our local area, comparing places – Y1 topic • We are Britain – Y2 topic • Prehistory – Y3 • Ancient Greece – Y3 	<p>Links to future topics:</p> <ul style="list-style-type: none"> • Vikings topic – Y4 • Britain topic – Y6 		<p>Opportunities for home learning / cultural capital:</p> <p>Pre-knowledge home learning tasks</p>
<p>PSHE:</p> <p>British values:</p> <ul style="list-style-type: none"> • 	<p>Maths skills:</p> <p>Measure length, Recap Measure length (m), Equivalent lengths – m & cm, Equivalent lengths – mm & cm, Recap Compare lengths, Compare lengths, Add lengths, Subtract lengths, Measure perimeter, Calculate perimeter</p> <p>Fractions - Unit and non-unit fractions, Making the whole, Tenths, Count in tenths, Tenths as decimals, Fractions on a number line, Fractions of a set of objects (1), Fractions of a set of objects (2), Fractions of a set of objects (3)</p>		<p>Set homework:</p> <p>Weekly spellings</p> <p>TTRS</p> <p>Reading</p> <p>IXL</p>
<p>History skills:</p> <p>Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.</p> <p>Use key evidence to support judgements and reasoning made about aspects of the past.</p>	<p>PE skills:</p>		<p>English skills: Explanation</p> <p>Sound sentence, questions, prepositional phrases, alliteration, which clause using two commas, label diagram, repetition for effect, action verbs, joke/pun, question and answer, simile, dialogue/inverted commas, adverbials phrase, onomatopoeia, caption, negative language, imperative verbs/synonyms, exclamation sentence,</p>
<p>Geography skills:</p> <p>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Talk about and describe the function of features and landmarks within a locality. Describe and compare patterns and changes within the local environment.</p>	<p>Music skills:</p> <p>Improvise repeated patterns and create layers of sounds. Recognise how musical elements are combined and used expressively. Represent sounds and musical direction with symbols to create a simple score. Talk about the impact of changes made to improve work.</p>	<p>Science skills:</p> <p>Compare and group different kinds of rocks based on appearance and simple physical properties</p> <p>Recognise that soils are made from rocks and organic matter</p>	<p>Languages skills:</p> <ul style="list-style-type: none"> • Recall and use simple words and phrases • Listen to and repeat an increasing range of words and phrases. • Write simple phrases. • Begin to describe people and objects
<p>Art skills:</p> <p>Talk about the drawing tools and techniques used to share ideas.</p> <p>Use a wide range of different lines, e.g. thin, bold, faint, wavy, broken etc.</p> <p>Create simple drawings based on things observed in order to create designs.</p> <p>Use a viewfinder to select and record shapes and images.</p>	<p>Computing skills:</p> <p>Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KS1.</p>	<p>RE skills:</p> <p>I can make links between beliefs and sources, including religious stories and sacred texts.</p> <p>I can identify the impact religion has on believers’ lives.</p> <p>I can make links between aspects of my own and others’ experiences.</p> <p>I can ask important questions about religion and beliefs,</p> <p>I can make links between my own and others’ responses.</p>	<p>Design Technology skills:</p> <p>Not covered in this topic.</p>