

Year 3 Spring Term On Shaky Ground

In January 2024, the Year 3 children will begin their spring term learning expedition, focusing on the guiding question:

“What effect do plate boundaries have on the way people live?”

Hook

We will look at current volcano and earthquake activity. We will plot where it is happening and the impact that it has on the immediate location. The children will also take part in a workshop delivered by experts to consolidate their understanding of volcanoes and plate boundaries.

Our Learning:

Through our geography learning (Case Study 1), we are developing our knowledge of significant volcanoes and plate boundaries. We will look at the similarities and differences between different areas. With this knowledge, we will be able to explore what happens to these specific locations when the tectonic plates move and how this affects the way people live in these areas. We will also explore the properties of the Earth's four layers, the 5 major climate zones and will be able to locate countries and major cities in Europe on a map. In order to enhance our understanding of where these locations are in relation to us and other European countries, we will regularly develop our map work and also use Mosaik Education resources. This knowledge will allow the children to embed the learning into the final product, giving them an insight into what places that are in close proximity to volcanoes and/or plate boundaries look like and how they are affected by the geographical features and processes linked to them.

Through science (Case Study 2), we are exploring different kinds of rocks, fossils and soil. To do this, the children will explore the properties of rocks and group them accordingly. They will describe how fossils are formed in simple terms and describe the properties of soils. Linking to this learning, the children will be able to understand the uses of soil and will be able to consider how this affects the way communities farm near volcanoes.

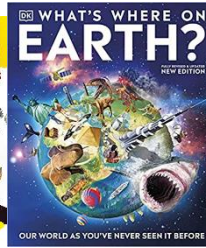
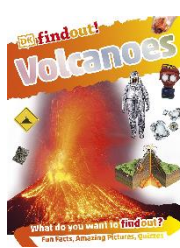
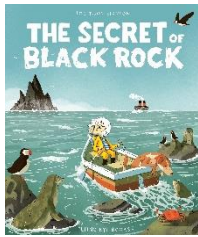
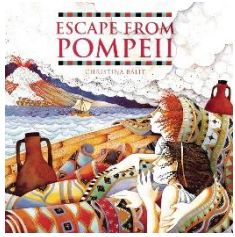
Through art and design (Case Study 3), we are exploring buildings. In art, we will observe different types of buildings and use our observational skills to sketch what we notice. We will explore a range of media to demonstrate our artistic interpretation.

Through DT (Case Study 4), we will be researching structures. We will explore different tools and equipment to complete practical tasks accurately and investigate a range of existing products, evaluating them based on our researched success criteria. Once we have acquired this knowledge, we will apply this to our design and make our own complex structure, ensuring it is strong and reinforced.

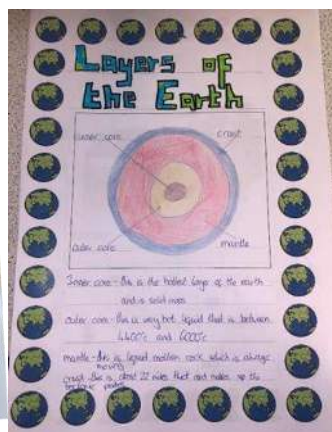
Final Product and Family Learning

The children will bring their learning together in a non-fiction text that informs the reader about the effect of plate boundaries on people's lives. Together they will publish a collaborative magazine that will be shared with families.

Key Texts



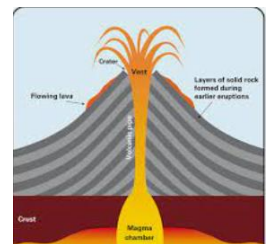
Staff Model Product



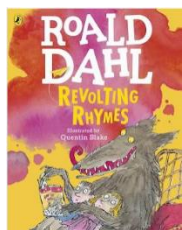
Other subjects taught this term:

Writing

The writing we will produce includes a narrative, an explanation text and a non-chronological report. For our narrative, we will be reading *The Secret of Black Rock* and will use plot points to map out our journey before applying this to write a story of our own. We will apply our learning about volcanoes and earthquakes to explain on natural disasters before completing a non-chronological report that demonstrates our knowledge from our expedition.



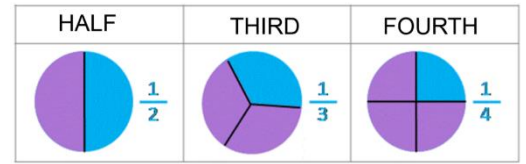
Reading



This term, we will read a number of non-linear texts exposing the children to a number of authors. We will hone our retrieval skills while reading *DK Find out about Volcanoes* before deepening our prediction and inference understanding by reading *Revolting Rhymes* by Roald Dahl. We will develop these skills further by exploring *What's Where on Earth: Our world as you've never seen it* and *The Witches* by Roald Dahl.

Maths

We will continue our development on multiplication & division, focussing on our 2s, 3s, 4s, 5s, 8s and 10s before we move on to multiplying and dividing 2-digit numbers by 1-digit number. We will then move onto a short unit of money, focusing on adding, subtracting and converting amounts. We will move on to statistics, exploring tally charts, pictograms, bar charts and tables. Then we will look at length & perimeter, exploring equivalent m & cm and mm & cm, adding and subtracting lengths and calculating lengths. Finally, we will finish the term by building on our knowledge of fractions from year 2, finding and recognising a half, a quarter and a third.



PSHE



First, we will explore approaching challenging situations and how we achieved success before identifying dreams or ambitions that are important to use; we will recognise obstacles which may hinder our achievements and evaluate our own learning processes. After that, we will increase our understanding of how exercise and how our diet can affect our bodies and our healthy; we will increase our knowledge of drugs and identify things, people and places that we need to keep safe from as well as how to call the emergency services.

Spanish

We will begin by consolidating our knowledge of the numbers so we can count from 0-30. We will learn to use colours, the days of the week, months of the year and practise writing the date in Spanish. Later on, we will learn about how Easter is celebrated in Spain.

SPANISH DAYS OF THE WEEK	
SUNDAY	DOMINGO
MONDAY	LUNES
TUESDAY	MARTES
WEDNESDAY	MIÉRCOLES
THURSDAY	JUEVES
FRIDAY	VIERNES
SATURDAY	SABADO

RE



We will continue to focus on Christianity this term, increasing our understanding of how Christians are influenced by Jesus and how inspirational Christians have made an impact or inspired others. We will also learn how Christians express their beliefs in their daily lives then ensure we understand the rules, codes and traditions they believe they should live by.

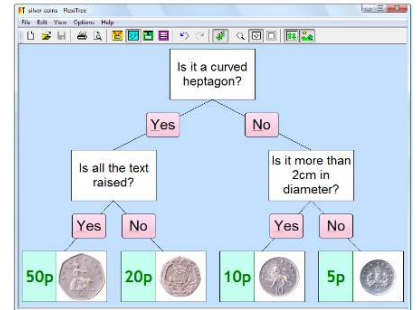
Music

During the first half term, we will be developing our singing technique, learning to keep in time and work on musical notation and rhythm so we can build towards a group performance with accompanying actions. Then, in the second half term, we will revisit key musical terminology as we play and create pentatonic melodies, composing a piece of music using layered melodies.



Computing

To begin, we will be exploring a new programming environment, identifying that commands have outcomes and they can be sequenced in order; we will recognise that programs have a start and we will create a project using a task description. Then, we will focus on data and information, creating questions to collect data which can be used to form a branching database; we will recognise why it is helpful if the structure of these databases are well-planned and later create an identification tool.



PE



The children will take part in gymnastics lessons and learn how to perform ten shapes with control, balance with changes of speed, land a variety of jumps with control, perform rolls in a circular motion and perform a sequence of skills on apparatus. The children will also take part in hockey lessons - during these lessons, they will learn some of the basic skills of field hockey such as dribbling, passing, shooting, block tackling and using simple tactics in a game. The children will also start the first half of their net and wall games lessons, introducing them to the skills required in racquet sports such as where to stand (ready position), forehand/backhand shots, movement around court and to control the ball using the racquet. In addition, the children will start the first part of their netball lessons, developing key skills including landing on two feet, using correct technique for the chest, bounce and overhead pass, and to be able to shoot the ball with good technique.

