

Engage: Drama: the day an earthquake hit the classroom
Express: Volcano model exhibition for families

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

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"

R.E.: To be decided through RE themed day.

SPRING TERM 1 Activities Tremors Year 3

Mathematics

Please see termly Success and Challenge cards.

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?

KEY FACTS: Volcanoes are openings in the Earth's surface. They usually occur where tectonic plates meet. Magma is liquid rock that erupts from a volcano and becomes lava.

KEY VOCABULARY: volcano, eruption, lava, magma, earthquake, plates

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; solve problems by decomposing them into smaller parts

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