

**Engage: Engage: The day an earthquake hit the classroom**

**Express: Create and erupt our own**

### Literacy

WALT: apply their growing knowledge of root words, prefixes and suffixes to read and understand new words  
WALT: understand what we read in books and 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

WALT: develop spelling and handwriting skills in line with curriculum objectives  
WALT: - plan our writing  
WALT: draft and write  
WALT: evaluate and edit our writing  
WALT: extend the range of sentences with more than one clause by using a wider range of conjunctions  
WALT: use the present perfect form of verbs in contrast to the past tense  
WALT: choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  
WALT: use conjunctions, adverbs and prepositions to express time and cause  
WALT: use fronted adverbials

### Mathematics

*Please see termly Success and Challenge*

### Physical Development

**Gymnastics:**  
WALT: run, jump, throw and catch in isolation and in combination  
WALT: develop flexibility, strength, technique, control and balance  
WALT: perform dances using a range of movement patterns and

### Personal, Social and Emotional Development

#### PSCHE: Going for Goals

WALT: take responsibility – for our successes and when things go wrong  
WALT: wait for what you want – persistence (keeping going)  
WALT: be resilient – bouncing back/maintaining effort  
WALT: set and achieve goals  
WALT: use the ladder to success : I would be, but .....  
Excuses, excuses! Making wise choices  
WALT: Plan for: "Looking at risk"

#### Being Different and Equal

Can anyone become wealthy?

#### R.E.: Islam: Beliefs and Teachings

Pupils should learn:  
WALT: recognise that Allah is the Islamic name for God  
WALT: Understand that human beings are the best of his creation  
WALT: understand Angels are created by Allah  
WALT: recognise Shirk – regarding anything as being equal to, or a partner to Allah is forbidden  
WALT: Recognise that Allah gives guidance through messengers and

## SPRING TERM 1 Activities Tremors Year 3

### Knowledge Outcomes

What is a volcano?  
What is an earthquake?  
How many layers of the earth are there and what are they called?  
What is the difference between an extinct volcano, a dormant volcano and an active volcano?

#### Challenge

**What causes a Tsunami?**

### Languages

#### Animals around us

WALT: understand and say some animal nouns.  
WALT: recognise a masculine animal noun and a feminine animal noun.  
WALT: tell someone our favourite animal.  
WALT: recognise some plural animal nouns.  
WALT: say which animals we like and don't like.  
WALT: understand and listen to a story about the animals we might see on our way to school.

### Understanding of the World

#### Geography:

WALT: describe and understand key aspects of physical geography including volcanoes and earthquakes  
WALT: use maps, atlases, globes and digital mapping to locate countries and describe features studied  
WALT: 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  
WALT: 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.  
WALT: identify the regions of the world with volcanic and tectonic plate activity.  
WALT: consider the countries and climates that surround both the Equator and these tectonic plate regions and discuss the relationships between these and the countries.  
WALT: critically study photographs – do they think these were taken close to the Equator or further away?

#### History:

#### Being Different and Equal

WALT: identify and understand the lives of significant individuals in the past who have contributed to National and International achievements

#### SCIENCE: Rocks

Pupils should be taught to:  
WALT: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  
WALT: describe in simple terms how fossils are formed when things that have lived are trapped within rock  
WALT: recognise that soils are made from rocks and organic matter.

#### COMPUTING: iProgram

WALT: design, write and debug programs that accomplish specific goals, including controlling or simulating physical

### Expressive Art and Design

#### Art and Design: Sculpture

WALT understand there are a wide range of sculptures and artists.  
WALT: Choose one artist for an in-depth analysis and evaluate and analyse their work and form our own opinion.  
WALT: replicate the artist's work to gain understanding and improve technique and control.

#### Music:

WALT: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  
WALT: develop an understanding of the history of music