

Year group: 3 Term: Summer 1 – The Clock Tower (Film) Focus Subject: Geography

BIG Question: How were volcanoes formed?

Key Vocabulary: magma, lava, eruption, chamber, crater, tremors, dormant and extinct. Quake, tremor, temblor, aftershock, upheaval, convulsion, shake, foreshock.

Practise at Home:

Homework topic activities
Timetables Rockstars / Spelling Shed/ IXL / Reading

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning: Bodmin Library, Rough Tor (G) SITA (S)

Relationships and Health Education:

LKS2 Module 2, Unit 2 – Session 2: When Things Feel Bad
LKS2 Module 2, Unit 3 – Session 1: Sharing Online
LKS2 Module 2, Unit 3 – Session 2: Chatting Online
LKS2 Module 2, Unit 3 – Session 3: Safe in My Body
LKS2 Module 2, Unit 3 – Session 4: Drugs, Alcohol and Tobacco
LKS2 Module 2, Unit 3 – Session 5: First Aid Heroes

As Musicians, we will: 'Learning More about Musical Styles'

In this unit, the Musical Spotlight is 'Learning More About Musical Styles'. Musical styles are ways of grouping pieces of music and musicians in order to talk about more general trends and characteristics within the musical world. Like all generalisations, they are approximate and imperfect, but they can be useful when talking or thinking about music. There is no authority on who decides what makes a musical style and so it is open to discussion. However, there are some general elements that people more or less agree upon, which make it possible and useful to associate a piece of music with a musical style. In this Scheme of Work, many varied styles are introduced.

DT: As designers, we will: Explore mechanisms such as flaps, sliders and levers. Gain experience of basic cutting, joining and finishing techniques with paper and card.

Science: As scientists, we will:

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency.

RE: as theologians, we will:

Topic 7 – Pentecost – serving: Energy

Area of Study 1: Knowing and loving God, the Scriptures
Jesus Christ, Son of God, the Holy Spirit

Area of Study 2: What is the Church? One and holy, Catholic, Apostolic, Mission

Area of Study 3: Liturgy, prayer

Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour

Topic 8 – Reconciliation

Area of Study 1: Knowing and loving God, the Trinity, Jesus Christ, Son of God, the Holy Spirit

Area of Study 2: What is the Church? One and holy, Catholic

Area of Study 3: Liturgy, Sacraments, Reconciliation, prayer

Area of Study 4: The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour



History: As historians, we will: (geography this half-term)

Art: As artists, we will:

To identify how drawing can be used to animate and to practice drawing skills. To find out how puppets are used in animation. To make moveable drawings.

Maths: As mathematicians, we will:

Length

Measuring the perimeter
Problem solving

Fractions

Unit and non-unit fractions
Making the whole
Tenths
Fractions as numbers
Fractions of a set of objects
Equivalent fractions
Comparing fractions
Comparing and ordering fractions
Adding fractions
Subtracting fractions
Problem solving



Computing: As programmers, we will

Explain how digital devices function
Identify input and output devices
Recognise how digital devices can change the way we work
Explain how a computer network can be used to share information
Explore how digital devices can be connected
Recognise the physical components of a network

Geography: As geographers, we will: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

English: As readers and writers, we will:

Diary entry – Wishing Tale

To plan, invent, innovate and write their own versions of The Clock Tower.

Non-fiction – poetry

To understand what a haiku/limerick poem is, compare features and plan and create their own.

plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

discussing and recording ideas

draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.

in narratives, creating settings, characters and plot
assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
organising paragraphs around a theme