









# Year 3 Spring 1

## Summer 1

Topic title	The Quaking Earth
Key Question	What have we learnt from natural disasters?
Links to previous and future learning	<p><b>Previous:</b></p> <p><b>Geography</b>  <b>Year 2: name and locate the world's seven continents and five oceans</b>  <b>Year 2: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</b>  Year 2: I can name the continents of the world and locate them on a map  Year 2: I can name the world oceans and locate them on a map  Year 2: I can use maps, atlases and globes to identify the countries I am learning about  Year 2: use world maps, atlases and globes to identify the countries continents and oceans studied at this key stage</p> <p><b>Geography</b>  <b>Year 2: name and locate the world's seven continents and five oceans</b>  <b>Year 2: Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.</b>  <b>Year 2: Geographical skills and fieldwork – use world maps, atlases and globes to identify the countries, continents and oceans studied</b></p> <p><b>Future:</b></p> <p><b>Geography</b>  <b>Year 4: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b>  <b>Year 4: I know how to find places on a map.</b>  <b>Year 4: I can use maps, atlases, globes and digital/computer mapping when locating countries and describing features</b>  <b>Year 5: I can identify human and physical characteristics of regions in the UK</b>  <b>Year 5: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</b>  <b>Year 5: physical geography, including vegetation belts and mountains</b>  <b>Year 5: use of fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies</b>  <b>Year 5: I can identify human and physical characteristics of regions in the UK</b>  <b>Year 6: Geographical skills, using four and six-figure grid references</b></p>
Global themes covered	 Global Awareness  Sustainability  Community & Collaboration

<b>British Values</b>	
<b>Redlands Values</b>	
<b>UN Global Links</b>	
<b>Charity Link</b>	Asha India
<b>Visit/ experience linked to the topic</b>	
<b>Overall outcome for topic (showcase)</b>	Create an assembly to present our learning to parents and carers.
<b>Hook</b>	VR Headsets
<b>Key Text suggestions</b>	Escape from Pompeii The firework makers daughter Anisha accidental detective – schools cancelled
<b>English/Phonics suggestions</b>	<b>Explanation Text</b> – how are volcanos formed <b>Newspaper report</b> - Pompeii

**Maths**

**Measurement: Length**

- To use metres and centimetres to measure objects.
- To write length in centimetres only by converting metres to centimetres.
- To convert centimetres to millimetres.
- To measure objects and write length in millimetres.
- To compare two lengths. • To solve measurement-related word problems.
- To solve other word problems.
- To solve word problems further, involving multiplication.
- To solve word problems associated with length using division.
- To solve more challenging word problems.

**Measurement: Mass**

- To measure mass using weighing scales and compare the mass of objects using grams and kilograms.
- To use weighing scales to measure mass when the mass is between multiples of 100 g.
- To read values on a scale which are 1 kg or more.
- To weigh heavier items where the markers in the scales represent 200 g each.
- To solve word problems relating to mass with addition and subtraction.
- To solve word problems relating to mass using multiplication.
- To solve word problems relating to mass using division.

**Measurement: Volume**

- To measure volume in millilitres.
- To measure capacity in millilitres.
- To measure volume using millilitres and litres.
- To measure volume in millilitres and litres from a 'homemade' bottle with markings.
- To measure volume using millilitres and litres in comparison to 1 l.
- To measure larger capacity in litres and millilitres.
- To solve basic word problems related to volume.
- To solve more word problems.
- To solve word problems through division.
- To solve two-step word problems.

**Measurement: Money**

- To use simple addition to count amounts of money.
- To find multiple ways of showing an amount of money.
- To add money by adding together the pounds and pence separately.
- To add pounds and pence with renaming.
- To subtract pounds and pence without renaming.
- To subtract pounds and pence with renaming.
- To compare amounts of money and find the difference by subtracting.
- To find the amount of change left from a given amount of money after a purchase.
- To solve word problems involving addition and subtraction of money.
- To solve multi-step word problems involving the addition and subtraction of money.

<b>Geography</b>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>I can use an atlas by using the index to find places</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>▪ understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can use a map to locate countries in Europe including Russia</li> <li>• I can identify physical and human characteristics of the countries I am learning about including their major cities</li> <li>• I can use the correct geographical words to describe a place</li> <li>• I can use grid references on a map</li> <li>• I can use an atlas by using the index to find places</li> </ul> <p><b><u>National Curriculum</u></b></p> <p><b><u>Human and physical geography - describe and understand key aspects of:</u></b></p> <ul style="list-style-type: none"> <li>• physical geography, including volcanoes and earthquakes</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can locate and name some of the world's most famous volcanoes</li> <li>• I can describe how volcanoes are created</li> <li>• I know what an earthquake is</li> <li>• I can describe why earthquakes happen and can talk about where they happen most often</li> <li>• I can use research and map reading skills to locate and name volcanoes and capital cities of neighbouring European Countries</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can make geographical inferences through a variety of geographical sources</li> </ul> <p>I can make links using prior knowledge and ask and answer geographical questions</p>
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**SCIENCE**

**Working Scientifically: Rocks**

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

**National Curriculum: 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

**Granular Knowledge**

- I know what a fossil is
- I know that fossils form when a plant or animal dies and is quickly covered with silt or mud so that it cannot be rotted by microbes or eaten by scavenging animals; in time layers of sediment build, squashing the mud and turning it to stone around the dead plant or animal; the materials in the body are replaced by minerals that flow in water through the rock, leaving a rock in the shape of the animal or plant that was once there
- I know that fossils can help us learn about things that lived long ago
- I know that soil is made from tiny particles of rock broken down by the action of weather (weathering)
- I can identify some of the properties of rocks and soils
- I know that there are three kinds of rocks: igneous, sedimentary and metamorphic
- I know that granite and basalt are types of igneous rock and that igneous rocks form from molten rock below the Earth's crust
- I know that limestone and sandstone are types of sedimentary rock which form when small, weathered fragments of rock or shell settle and stick together, often in layers
- I know that marble and slate are types of metamorphic rock which form when rocks in Earth's crust get squashed and heated in processes such as when tectonic plates press against each other
- I can compare and group rocks based on their appearance and physical properties, giving a reason
- I can describe and explain the difference between sedimentary and igneous rock
- I can classify igneous and sedimentary rocks
- I can begin to relate the properties of rocks with their uses
- I know that Zhang Heng was a genius in many areas: he was a scientist, mathematician, poet, inventor and artist
- I know that Zhang Heng invented the world's first seismoscope that was able to detect where and when earthquakes had happened (when the Earth's tectonic plates suddenly shift causing massive vibrations)

**Greater Depth**

- I can classify igneous and sedimentary rocks

I can begin to relate the properties of rocks with their uses

<p><b>Art/DT</b></p>	<p><b><u>DT: Mechanical Systems: Pneumatic toys</u></b></p> <ul style="list-style-type: none"> <li>• Draw accurate diagrams with correct labels, arrows and explanations.</li> <li>• Correctly identify definitions for key terms.</li> <li>• Identify five appropriate design criteria.</li> <li>• Communicate two ideas using thumbnail sketches.</li> <li>• Communicate and develop one idea using an exploded diagram.</li> <li>• Select appropriate equipment and materials to build a working pneumatic system.</li> <li>• Assemble their pneumatic system within the housing to create the desired motion.</li> <li>• Create a finished pneumatic toy that fulfills the design brief.</li> </ul>
<p><b>Computing</b></p>	<p><b><u>Desktop Publishing</u></b> Creating documents by modifying texts, images, and page layouts for a specified purpose. To consider the benefits of desktop publishing</p> <ul style="list-style-type: none"> <li>• I can identify the uses of desktop publishing in the real world</li> <li>• I can say why desktop publishing might be helpful</li> <li>• I can compare work made on desktop publishing to work created by hand</li> </ul>
<p><b>Online Safety</b></p>	<p><b><u>Project Evolve: Managing Online Information</u></b></p> <ul style="list-style-type: none"> <li>• I can demonstrate how to use key phrases in search engines to gather accurate information online.</li> <li>• I can explain what autocomplete is and how to choose the best suggestion.</li> <li>• I can explain how the internet can be used to sell and buy things I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</li> <li>• I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</li> <li>• I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</li> </ul>
<p><b>Music</b></p>	<p><b><u>Leicestershire Music – Unit 5 Music Technology</u></b> <b>National Curriculum:</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory (consolidated in Summer).</li> <li>▪ use and understand staff and other musical notations (consolidated in Summer).</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>▪ develop and understanding of the history of music.</li> </ul> <p><b>Leicestershire Music Unit 5: Music Technology</b></p> <ul style="list-style-type: none"> <li>• Use technology to create, change and combine sounds.</li> <li>• Recognise and use basic musical structure.</li> </ul>

<p><b>PSHE</b></p>	<p><b><u>Safety and the Changing Body</u></b></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Show an understanding that they must consider their own safety before helping others in an emergency situation.</li> <li>• Understand how to help someone who has been bitten or stung.</li> <li>• Write an email with instructions written using positive language.</li> <li>• Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.</li> <li>• Send an email that describes some of the best ways to avoid being tricked by fake emails.</li> </ul> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• Exploring ways to respond to cyberbullying or unkind behaviour online.</li> <li>• Developing skills as a responsible digital citizen.</li> <li>• Identifying unsafe things people might do near roads unsafe.</li> <li>• Beginning to recognise unsafe digital content.</li> </ul> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand that cyberbullying is bullying which takes place online.</li> <li>• To know the signs that an email might be fake.</li> <li>• To know the rules for being safe near roads.</li> </ul>
<p><b>RE</b></p>	<p><b>RE Day</b> <b>Gospel- what kind of world did Jesus want?</b></p>

<b>MFL</b>	<p><b><u>French: Ice Creams</u></b> <b><u>National Curriculum</u></b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ present ideas and information orally to a range of audiences*</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally* and in writing Languages – key stage 2 3</li> <li>▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul> <p><b><u>Language Angels Ice Creams</u></b></p> <ul style="list-style-type: none"> <li>• Listening attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases, and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Read carefully and show understanding of words, phrases, and simple writing.</li> <li>• Appreciate stories, songs, poems, and rhymes in the language.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</li> </ul>
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<b>PE</b>	<p><b>National Curriculum:</b></p> <ul style="list-style-type: none"><li>▪ Pupils should be taught to:</li><li>▪ use running, jumping, throwing and catching in isolation and in combination</li><li>▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>▪ perform dances using a range of movement patterns</li><li>▪ take part in outdoor and adventurous activity challenges both individually and within a team</li><li>▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"><li>• To show awareness when deciding when to use different throwing techniques.</li><li>• To show positional awareness when attempting to catch the ball.</li><li>• To show good decision making when fielding.</li><li>• To revisit and personalise the “V” shape grip technique.</li><li>• To show a suitable grip when bowling the ball.</li></ul>
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