

Sedlescombe Church of England Primary School

Topic Overview Year 3 - Term 4

Tremors



TRIPS AND EVENTS

- Designing and Making an Erupting Volcano
- Rock Hunt & Rock Museum
- Creating shell/frame structures
- Creating mosaics
- Trip to Herstmonceux (still pending availability)

RELIGIOUS EDUCATION

In RE, the children will be exploring the following enquiry question: What happened during Holy Week?

By exploring this question, children will be finding out about the events that occurred during Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday.

RELATIONSHIP, SEX & HEALTH EDUCATION

In our PSHEE lessons, we will be following the Jigsaw unit of learning. During Term 4, the children will be exploring how to keep fit and healthy in body and mind.

P.E. LESSONS

- PE lessons are on a Tuesday and Friday but PE kits should be in school every day & taken home Friday to be washed
- Jewellery and watches MUST be removed. If your child has pierced ears, they will need a small pot to put them in
- Long hair should be tied back for school, but MUST be tied back for P.E. A spare hair band is useful

THE BIG IDEA

Tremors. Overwhelming and mighty, Mother Nature's awesome energies hiss and roar deep within the Earth. Plates collide, spewing lava. Rocks rain down and mud slides in torrents. Towns and cities vanish under ashen clouds.

Discover the dangerous and ferocious world of natural disasters and glimpse their savage and deadly effects. Visit the ancient city of historic Pompeii, frozen in time, then create blistering explosions from model volcanoes that fire foamy lava.

Discover the properties of rocks shaped by the Earth's breath taking power. Watch out. Volcanologists detect formidable rumblings from an extinct volcano in Scotland's capital. Red alert! What would you do?

In Science we will be finding out about: Rocks, The Earth's Layers and Sand. We will:

- Sort and classify different types of rocks
- Set up and carry out some simple comparative and fair tests, making predictions for what might happen
- Make increasingly careful observations, identifying similarities, differences and changes and making simple connections
- Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy
- Take part in the following investigation: What is sand?

In PE we will be:

- Practising travelling in different ways
- Practising and performing a shoulder roll
- Practising and performing different leaps
- Exploring a range of balances
- Performing a sequence of gymnastic movements

In Art we will be:

- Mixing different colours of paint together to explore the outcome and selecting colours to create a paint wash
- Creating a paper mosaic volcano landscape

In Music we will be:

- Learning to appraise, sing and perform songs
- Learning how to sing different songs in different styles
- Playing simple songs using the glockenspiels

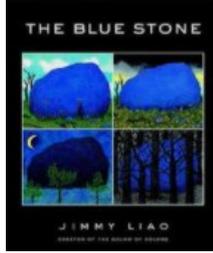
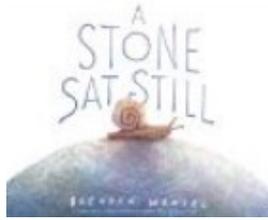
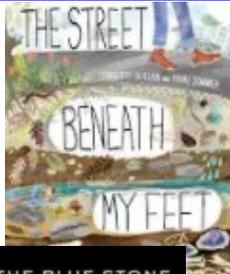
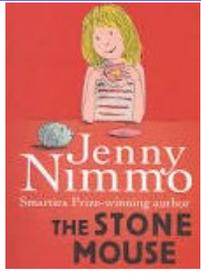
In History we will be:

- Making deductions and drawing conclusions about the reliability of a historical source or artefact
- Describing everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.

In Geography we will:

- Name and locate significant volcanoes and plate boundaries and explain why they are important
- Describe the parts of a volcano or earthquake
- Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied
- Describe how a significant geographical activity has changed a landscape in the short or long term
- Gather evidence to answer a geographical question or enquiry

ENGLISH



In English this term we will be using these four texts to explore the theme of Rocks and Stones.

We will begin with a focus on The Stone Mouse story where the children will explore the text in detail and use the story events to inspire writing such as an alternative chapter, writing in role and an acrostic feelings poem. They will focus on choosing vocabulary to make the reader laugh, to evoke feelings of anger and dislike and to evoke feelings of relief.

Then, we will be exploring the non-fiction text The Street Beneath My Feet to help us produce an information fold-out leaflet on metamorphic, igneous and sedimentary rocks.

Then, we will explore both A Stone Sat Still where the children will create a metaphor poem and The Blue Stone where the children will plan and write their own narrative.

MATHS

This term we will be looking at:

- Algorithms: Exploring and practising the written method of column addition
- Algorithms: Exploring and practising the written method of column subtraction
- Times tables: 3, 6 and 9 and the relationship between them

CALCULATION METHODS

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION						
<p>Column Addition</p> $245 + 84 = 329$	<p>Column Subtraction</p>	<p>Short multiplication method</p> <table border="1" style="display: inline-table; margin-right: 10px;"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> </table> $210 + 35 = 245$ $\begin{array}{r} 35 \\ \times 7 \\ \hline 245 \end{array}$ <p>Children must know their 2, 5, 10, 3, 4 and 8 times tables by the end of Year 3</p>	x	30	5	7	210	35	<p>Division using inverse times table facts</p> <p>E.g. $12 \div 3 = 4$ because $3 \times 4 = 12$</p>
x	30	5							
7	210	35							

CLASS ROUTINES:

HOMEWORK:

Children's home learning will be handed out on a Friday afternoon and it should be handed back in on the following Wednesday.

- TTRS 30 minutes per week
- Spellings to be learned weekly
- Heard read at least 4 times per week

There will also be an optional homework grid with a selection of creative activities linked to the current topic which children can complete if they would like to. Please bring these into share or post on Tapestry.

The greatest support that parents/carers can give at home is: Reading collaboratively (15 minutes minimum per day), times tables practise on <https://play.trockstars.com/auth/school/student/45489> and individual spelling booklet practise. The spellings can be practised using our online platform <https://www.spellingshed.com/en-gb/>

COMMUNICATION:

- Please encourage your children to speak to me if they should have any concerns. I will be available at the end of school if you wish to speak to me directly.
- In the morning Mrs Harvey or another member of the Senior Leadership Team is available on the school gate if you have a message that you would like to have passed on to me.
- If there is a matter that you need to discuss with me in more detail please make an appointment to discuss this with me. This can be done by speaking to me at the end of the day to make an appointment or by speaking to Mrs. Hades in the School Office.