

Year 3 Summer 2

Hook (curiosity):

To create a volcano.

Text (Reading, language, communication):

The Explosive History of Volcanoes, The Pebble in my Pocket.

End product (engagement):

A volcano inspired print on a T-Shirt.

Vocab (Reading, language, communication):

Active volcano, magma, magma chamber, vent, crust, tectonic plate, fault line,

Sticky knowledge (Learning that sticks):

The Earth has four layers the crust, mantle, outer core, and inner core.

Mountains are formed at tectonic plate boundaries.

Volcanoes can be classified as active, dormant, or extinct.

There are shield volcanoes and composite volcanoes.

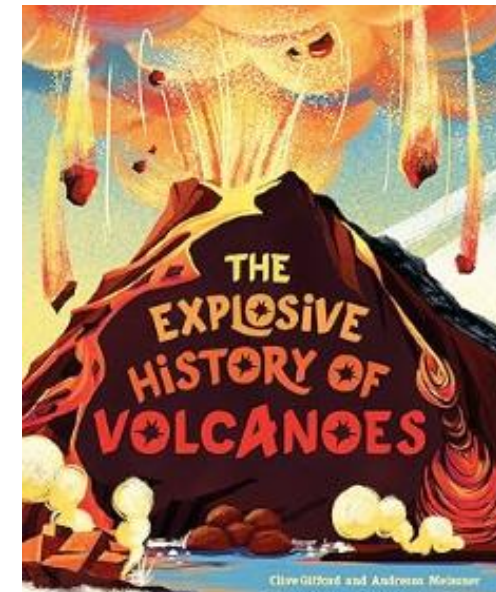
Mount Etna is on the island of Sicily in Italy.

The positives of living near a volcano include new land when lava hardens and fertile soil.

The negatives of living near a volcano include buildings are destroyed and they can cause earthquakes and tsunamis.

Igneous rocks are formed by lava cooling and hardening.

Marvellous Magma



PE
(Get Set scheme)

Swimming:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

Basketball

Progression of skills objectives:

Sending & receiving: explore sending and receiving abiding by the rules of the game.

Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.

Space: develop using space as a team.

Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.

Defending: develop tracking opponents to limit their scoring opportunities.

Fitness

Progression of skills objectives:

Agility: show balance when changing direction.

Balance: explore more complex activities which challenge balance.

Co-ordination: co-ordinate my body with increased consistency in a variety of activities.

Speed: explore sprinting technique. Strength: explore building strength in different muscle groups. Stamina: explore using my breath to increase my ability to work for longer periods of time

Religious Education
(Thematic from Surrey Syllabus)
Thematic: Are words more important than actions?

- That words and actions are often linked
- That most religions have key teachings that summarise what's important to followers of that faith
- That a creed is a set of core beliefs
- What creeds and some key teachings in Christianity, Judaism, Islam and Humanism say.
- How these important words have an impact on the way both individuals and Communities behave, in their actions.
- That most people accept that communities need both words AND actions: that. One is dependent on the other.

History

See Summer 1

Design and Technology

See Summer 1

BSL

Recap

Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- I can choose which keys to use for actions and explain my choices.
- I can explain the relationship between an event and an action.
- I can identify a way to improve a program.
- I can program movement.
- I can choose blocks to set up my program.
- I can use a programming extension.
- I can build more sequences of commands to make my design work.
- I can identify additional features (from a given set of blocks)
- I can match a piece of code to an outcome.
- I can modify a program using a design.
- I can test a program against a given design.
- I can evaluate my project.
- I can implement my design.
- I can make design choices and justify them.

Music

Kapow – Traditional Music and Improvisation.

National Curriculum links:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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.

Progression of skills objectives:

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments.
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical

Science

Plants

National Curriculum links:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Progression of skills objectives:

- Should be given a range of scientific experiences including different types of science enquiries to answer questions.
- Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions.
- Set up simple practical enquiries, comparative and fair tests
Recognise when a simple fair test is necessary and help to decide how to set it up
- Make systematic and careful observations.
- Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.
- Take accurate measurements using standard units.
- Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data
- With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.
- With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.

Geography

(KAPOW- why do people live near volcanoes?)

National curriculum links:

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.
- Observe, digitally record and map different rocks using a symbol on a map.
- Identify rock types and their origins based on collected data.

Progression of skills:

- Locating some countries in Europe and North and South America using maps.
- Locating key physical features in countries studied including significant environmental regions.
- Locating the world's most significant mountain ranges on a map and identifying any patterns.
- Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.
- Identifying how topographical features studied have changed over time using examples.
- Describing how a locality has changed over time, giving examples of both physical and human features.
- Describing how and why humans have responded in different ways to their local environments.
- Understanding some of the causes of climate change.
- Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.
- Describing where volcanoes, earthquakes and mountains are located globally.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Beginning to use maps at more than one scale.
- Finding countries and features of countries in an atlas using contents and index.
- Asking and answering one-step and two-step geographical questions.
- Observing, recording, and naming geographical features in their local environments.
- Using simple sampling techniques appropriately.
- Taking digital photos and labelling or captioning them.
- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
- Finding answers to geographical questions through data collection.

Art and Design

National Curriculum links:

- Create sketch books to record observations.
- Improve mastery of art textiles and printing.
- Learn about artists, architects, and designers in history.

Progression of skills objectives:

- select appropriate materials, giving reasons.
- use a variety of techniques, e.g. printing, dyeing, weaving, and stitching to create different textural effects.
- use more than one colour to layer in a print.
- replicate patterns from observations.
- make printing blocks.
- make repeated patterns with precision.
- use inspiration from famous artists to replicate a piece of work.
- reflect upon their work inspired by a famous notable artist and the development of their art skills.

PSHE

Kapow – Economic Wellbeing

National Curriculum links:

- Economic knowledge.

Progression of skills objectives:

- Discussing how to keep money safe.
- Discussing what to do if we find money.
- Exploring choices people make about money.
- Developing an understanding of how banks work.
- To know that coins and notes have different values.
- To know some of the ways children may receive money.
- To know that it is wrong to steal money.
- To know that banks are places where we can store our money.
- To know some jobs in school.
- To know that different jobs need different skills.