



During this half term our enquiry is: **What Makes the Earth Angry?**

The purpose of this enquiry is for the children to take their knowledge of their surrounding area wider and begin to recognise different key aspects of physical geography. They will recap their knowledge of hot and cold places from Year 2 and where the world's main hot and cold regions are, and how this variation might affect everyday life differently to life as they know it in the UK. Their ability to use globes and atlases to identify continents and oceans, will be further extended when they locate countries within Europe, focussing on Italy where they will concentrate on their environmental regions, key physical or human characteristics, countries, and major cities. Following this enquiry, the children will use their map skills to locate other hot regions where volcanoes are located and will recognise that some countries close to the equator are affected by other natural effects and that this affects the lives of those living in these regions and affects settlement. They will be introduced to the world's hemispheres to help them identify where places are in the world.

Subject	Activities / areas to be covered in school	Possible learning at home
English	<p>In English this term we will read Roald Dahl's 'Esio Trot'. Children will be building on their use of descriptive devices when writing character descriptions. They will learn how to use an apostrophe for possession and commas in a list.</p> <p>We will then read the story of Escape from Pompeii by Christina Balit. There are two main characters, Tranio and Livia who we follow when the eruption of Mount Vesuvius occurs. We will use this book to gain facts about Italy, Pompeii and volcanoes. We will use this book to develop our vocabulary while exploring characters actions and feelings. To consolidate learning from previous terms we will then write a diary from the perspective of one of the characters.</p>	<p>Pompeii eruption happened in real life. Can the children research and read about this disaster?</p> <ul style="list-style-type: none"> - When did it happen? - Where did it happen? - What does Pompeii look like today? - Have scientists learnt anything from this eruption?
Maths	<p>In Maths, the children will be continuing their mental strategies in subtraction. They will learn how to mentally subtract 10 and 100 from numbers and use a number line to subtract a 2 digit numbers from a 2 or 3 digit number.</p> <p>We are going to be recapping and becoming fluent with the multiplication facts for 2's, 5's and 10's.</p> <p>The children will be exploring money and learning to recognise coins, add and subtract values of money and giving change.</p>	<p>Use the following link to encourage children to work on their efficiency with their time tables.</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/times-tables</p> <p>Ask children quick fire times tables questions. Go on the White Maths 1-minute App and on Numbots.</p>
Geography	<p>In Geography, the children will be using their atlas skills to locate countries on a world map and identify if they are in the Northern or Southern hemisphere. They will be using this knowledge to locate different volcanoes in the world and will also use online resources to identify the key physical and human features of a location. They will be looking at Europe and identifying what life is like in Italy. The children will build the world with different colour plasticines, learning about the different layers of the earth.</p>	<p>Research a famous volcano.</p> <ul style="list-style-type: none"> - Where is it located? - When did it last erupt? - Is it active, dormant or extinct? - Has it been the reason for a natural disaster?

Year 3

Spring 1 Overview



Physical Education	Our outdoor PE session this half term will take place on a Tuesday where the children will learn how to play tennis. Our indoor PE slot will be on a Wednesday where the children will build on their gymnastic skills from Autumn 1. They will recap the key shapes, balances and methods of travelling before using apparatus, creating sequences and doing partner work.	Work on hand eye coordination by throwing and catching a ball, dribbling with a ball, engaging in any games involving a ball. Put simple sequence so moves together.	
Music	The children will be taught music by a member of Durham Music Service where they will begin to learn to play the ukulele.	Listen to different types of music and see what instruments you can hear.	
ICT	In spring 1 we will begin by comparing Scratch to other programming environments they may have experienced, before familiarising themselves with the basic layout of the screen. They will then create movement for more than one sprite, introduced to the concept of sequences by joining blocks of code together. They will also learn how event blocks can be used to start a project in a variety of different ways. They will learn how to use costumes to change the appearance of a sprite, and backdrops to change the appearance of the stage. They will then create their own project, including sequences, sprites with costumes, and multiple backdrops.	Explore the programme https://scratch.mit.edu/?scrlybrkr=af432144	
PSHE	In PSHE this half term we will be exploring the enquiry question: What are families like? We will read the book Picnic in the park. Through this book they learn that families are all different, sometimes they can be made up of two mums or some can be two dads, some families are made up of adopted children or foster children etc. We will look at how families care for each other and how they celebrate together.	Talk to children about what they enjoy doing with their family and talk about the different families they know, thinking about their friends etc. Are they all the same? Does it matter that families are different? Talk about how families show love, caring, kindness, togetherness and belonging.	
Science	We will become geologists this term in science. We will learn about fossils and how they are formed. We will make our own cast fossil to deepen our understanding of the process. We will then move onto what soils are made up of and the different types of soil. We will investigate which soils are the most and least permeable.	Here are some ideas for how to use your knowledge organiser	
		Read It	Read through the knowledge organiser with your child and check they understand the content. You could ask them to explain it to you - 'teaching' you helps them to reinforce their own learning.
		Change It	Try changing the information into a mind map or make your own version using pictures if the organiser contains a lot of text. Display on a wall or the fridge door until the memory 'sticks.'



		Quiz it - Facts	Read sections out to them, missing out keywords or phrases they have to fill in. Miss out more and more until they are word perfect. Quiz facts out of order to check children really know the fact and have not just memorised the order on the page!
		Record It	Try recording the knowledge from the organiser as an MP3 sound file (most phones have this as a free app) your child can listen to and speak along with.
Art	We will introduce the children to artists that combine paint and sewing, art and craft, to make work. We will explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes). Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds. Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.		Use paint mixed sand, pieces of paper, glue etc to see how it paints or create a picture using these things and paint over it. Have a go at looking out of your window and painting what you see.
RE	In RE this half term we will be continuing to explore Christianity and will be thinking carefully about what it means to be a Christian in today's Britain. To do this we will learn about the different ways Christians can renew their commitments to God. Children will have the opportunity to look at different figures within the Church and explore how prayers can have different meanings for Christians.		Key questions: Do people need to go to church to show they are Christians? What relationship to Christians have with God? Talk to people within your family and friendship circles who may be Christian. What does it mean to them? How do they show their beliefs? Discuss times when you may have attended a Christening and what this means.
DT	In DT they will be recapping their sewing skills, looking at how to do running stitch and add buttons, ribbons or beads to material. They will then apply their learning in Spring 2 by helping the Year 1 children sew their buttons onto their puppets.		Have a go at weaving paper together or use a needle and thread to sew two pieces of material together.

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French	We will be learning our numbers to 10, to be able to confidently say them, read them and write them. Next we will learn the days of the week to allow us to use them in our French writing as well as consolidating animal names	Have a look at these games online to help you practice your numbers 1-10. https://www.educandy.com/site/resource.php?activity-code=a330 Use this catchy song to help you learn the days of the week. https://www.youtube.com/watch?v=pc7wjOm7Anc
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