



# Girton Glebe Primary School Curriculum Organiser

Year 3 (Lime Class) – Autumn Term 1 2020

## Key Skills

Compare and group rocks based on their appearance, properties or uses.

Describe how fossils are formed.

Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.

Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.

Name and locate significant volcanoes and plate boundaries and explain why they are important.

Classify, compare and contrast different types of geographical feature.

Explain the cause and effect of a significant historical event.

## Rocks, Relics and Rumbles



### Key Vocabulary

erode	impermeable	lava	liquid
magma	molten	metamorphic	sedimentary
igneous	tectonic plate	vent	volcanic eruption

### Key Knowledge

The earth is made of 4 different layers: inner core, outer core, mantle and crust.

There are three different types of rock: sedimentary, igneous and metamorphic.

Fossils form over millions of years and are the remains of a once-living organism, preserved as rock.

The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.

A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.

**English:**

In English we will be basing our work on the book 'The Firework-Maker's Daughter' by Philip Pullman, including writing diary entries, letters, our own alternative chapter and poetry.

**Opportunities for writing will include:**

- Using conjunctions (when, if, because) to add subordinate clauses.
- Using conjunctions for time & cause - can link to subordination (using because and when, etc.).
- Using the present and past tenses correctly and consistently.
- Extend sentences by using range of conjunctions. Use conjunctions to express time.
- Learning to read and write independently in all areas of the curriculum.
- Drawing inferences such as inferring characters' feeling, thoughts and motives from their actions.
- Predicting what might happen from details stated and implied.
- Using paragraphs to organise their writing.
- Using a dictionary to check the spelling and meaning of words as well as using a thesaurus to find synonyms and antonyms.

**Science:**

This half term we will be working on the topic : Living things and their habitats, Classification of plants and animals

**During this topic we will cover the following skills:**

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

**Maths:**

This half term we shall be covering the following aspects of the maths curriculum:

**Number – Place Value:**

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas

**Number – Addition and Subtraction:**

- add and subtract numbers mentally, including:
  - a three-digit number and 1s
  - a three-digit number and 10s
  - a three-digit number and 100s



<p><b>Computing:</b> This half term we will be <b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Question the 'validity' of what they see on the internet.</li> <li>• Recognise online behaviours that would be unfair.</li> <li>• Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles)</li> <li>• Make judgments in order to stay safe, whilst communicating with others online.</li> <li>• Tell an adult if anything worries them online.</li> </ul>		<p><b>R.E:</b> This half term we will be looking at: How and why do Jews celebrate Sukkot?</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Describe the teaching of Judaism in Sukkot through some of the symbols used.</li> <li>• Make links between actions/celebrations/symbols and stories and religious belief.</li> <li>• Identify things pupils own families do which give a sense of belonging</li> </ul>
<p><b>DT:</b> In DT we will be <b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>• Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>• Learn to use hand tools safely and appropriately.</li> <li>• With confidence talk about their ideas, saying what they like and dislike about them.</li> </ul>	<p><b>Music:</b> In music, we will be using</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Internalise the pulse in music.</li> <li>• Know the difference between pulse and rhythm.</li> <li>• Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure.</li> <li>• Use these words to identify where music works well/ needs improving.</li> </ul>	<p><b>PE:</b> In PE the children will be practising ball handling skills and completing outdoor adventurous activities.</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Controlling, striking, catching a ball whilst moving and keeping possession with some accuracy.</li> <li>• Passing a ball with control.</li> <li>• Being aware of space and how to use it.</li> <li>• Choosing simple tactics for sending and defending.</li> <li>• Understanding and using exercise for warming up and recognise how exercise is good for health.</li> </ul>
<p><b>PSHE:</b> In PSHE we will be thinking about beginnings and belonging. <b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Be able to identify emotions that they or someone else might feel in a new situation.</li> <li>• Be able to contribute ideas to discussions and help build cooperative relationships in the classroom.</li> </ul>	<p><b>French:</b> In French the children will be <b>During this topic we will cover the following skills</b> :</p> <ul style="list-style-type: none"> <li>• Learn new French vocabulary through conversation and interaction.</li> </ul>	<p style="text-align: center;"><b>Class notices</b></p> <p><b>PE:</b> Sessions take place on Tuesday &amp; Friday. <b>PPA:</b> your child will be taught by Mrs Storer on Wednesday afternoons. Please make sure that your child reads each day and record this in the reading record.</p>

