



# Girton Glebe Primary School Curriculum Organiser

Lime Class (Y3) – Spring 2

## Key Skills Geography 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.

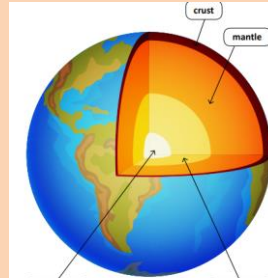
Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.

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 & Rumbles



### Key Vocabulary

erode	impermeable	lava	liquid
magma	molten	Ring of Fire	sedimentary
igneous	tectonic plate	vent	volcanic eruption

## Key Knowledge Physical Geography

**Structure of Earth** (crust, mantle, outer core, inner core.)

### Types of rock and its uses

**Sedimentary**– make from layers of sediment that have settled in water and have been squashed over a long time to form rock.

**Igneous**– made from cooled magma or lava.

**Metamorphic**– formed when existing rocks are changed by heat and pressure.

### Fossils and Mary Anning

Fossils are the remains or traces of once-living things preserved as rock. Fossils are only found in sedimentary rock.

Mary Anning was an English fossil collector who made many important fossil discoveries, including an Ichthyosaur fossil in 1811 and a fossilised Plesiosaur in 1823.

### Plate tectonics

The tectonics plates that make up the Earth's crust float on top of the mantle and are constantly moving. The movement of plate boundaries can cause volcanic eruptions, **earthquakes** and **tsunamis**.

### Soil

Soil is the material that covers the Earth's crust. It is made from a mixture of organic matter, air and rock particles from the underlying rock. Soil has many important functions, including anchorage for plant and tree roots and supporting many food chains.



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<p><b>English:</b></p> <p>In English we will be basing our work on our Geography-based topic, 'Rocks, Relics and Rumbles'. As part of this, we will finish '<i>The Firework Maker's Daughter</i>' by Philip Pullman, before applying our knowledge of volcanoes to information texts and newspaper reports.</p> <p><b>In writing, we will focus on:</b></p> <ul style="list-style-type: none"> <li>• Punctuating direct speech</li> <li>• Paragraphs</li> <li>• Sentence structure (clauses)</li> </ul> <p><b>In reading, we will focus on:</b></p> <ul style="list-style-type: none"> <li>• Learning to read independently.</li> <li>• Dictionary skills and expanding vocab.</li> <li>• Making predictions and retrieving information from a text.</li> <li>• Explaining and summarising things we read.</li> <li>• Making inferences.</li> </ul>	<p><b>Science:</b></p> <p>This half term, our topic will focus on <b>Forces and Magnets</b>.</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Noticing that some forces need contact between two objects by identifying the different types of forces acting on objects.</li> <li>• Comparing how things move on different surfaces by investigating the speed of a toy car over different surfaces.</li> <li>• Noticing that magnetic forces can act at a distance and attract some materials and not others.</li> <li>• Comparing and grouping materials according to whether they are magnetic.</li> <li>• Observing how magnets attract or repel each other and attract some materials and not others</li> <li>• Describing magnets as having two poles and predicting whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>• Observing how magnets attract or repel each other and attract some materials and not others.</li> </ul>	<p><b>Maths:</b></p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p><b>Length:</b></p> <ul style="list-style-type: none"> <li>• Measuring in metres, centimetres and millimetres.</li> <li>• Finding equivalent lengths between them.</li> <li>• Converting between units of measurement.</li> <li>• Measuring the perimeter of shapes.</li> <li>• Problem solving with length.</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Understanding denominators of unit fractions.</li> <li>• Comparing and ordering unit fractions.</li> <li>• Understanding numerators of non-unit fractions.</li> <li>• Understanding the whole.</li> <li>• Comparing and ordering non-unit fractions.</li> <li>• Placing fractions on a number line.</li> </ul>
<p><b>PSHE:</b></p> <p>In PSHE we will be thinking about <b>Healthy Me</b>.</p> <p><b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding how exercise affects my body and know why my heart and lungs are such important organs.</li> <li>• Knowing that the number of calories, fat and sugar I put into my body will affect my health.</li> </ul>	<p><b>Music:</b></p> <p>In music we will be focusing on 'Latin Dance' and 'Ukuleles'</p> <p><b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Singing songs in a variety of styles with confidence.</li> <li>• Showing increasing accuracy of pitch and awareness of the shape of a melody.</li> <li>• Imitating increasingly longer phrases with accuracy.</li> </ul>	<p><b>R.E:</b></p> <p>This half term we will be looking at: What is 'good' about Good Friday?</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Recalling key events in the Easter story.</li> <li>• Understanding why Jesus' crucifixion symbolises hope for Christians.</li> </ul>



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<ul style="list-style-type: none"> <li>Identifying how to make healthy decisions.</li> <li>Identify how I feel about drugs.</li> <li>Knowing strategies to keep myself safe.</li> </ul>		
<p><b>Art and DT:</b></p> <p>In Art and DT we will complete a number of projects which will provide opportunities to develop a range of artistic and creative skills. Based on our topic, Rocks, Relics, and Rumbles (as well as our core English text), we will be exploring firework painting and we will also be making our earthquake proof buildings.</p> <p><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>Computing:</b> We will cover the following skills:</p> <p><b>iCreate</b></p> <ul style="list-style-type: none"> <li>learning about stop motion animation and creating a short stop motion film. Following this, pupils will learn about post-production effects such as 'Chroma key' and 'Foley'. Pupils will finish by combining their animation and post-production skills together to create a final piece with sound, video effects, chroma key and animated 2D titles.</li> </ul> <p><b>French:</b> Our topic this term is '<b>Les fruits</b>'.</p> <p><b>During this topic we will cover:</b></p> <ul style="list-style-type: none"> <li>Naming and recognising up to 10 fruits in French.</li> <li>Attempting to spell some of these nouns</li> <li>Asking somebody in French if they like a particular fruit.</li> <li>Saying what fruits they like and dislike.</li> </ul>	<p><b>PE:</b> In PE the children will be practising <b>Cricket and Fitness</b>.</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>Developing overarm throwing and catching.</li> <li>Developing underarm bowling.</li> <li>Learning how to grip the bat and develop batting techniques.</li> <li>Fielding a ball using a two-handed pick up and a short barrier.</li> </ul>