

ICT – THE INTERNET

The children will begin by considering the different ways that they may use the Internet before learning that this is a type of network. They will create maps to show how this network is linked and will use vocabulary such as: packets, protocols and IP address to describe how it works. Next, they will apply this knowledge to the use of search engines. They will learn how to search effectively and how the results of their searches are ranked before considering what happens to the information from the first request to it appearing on screen. .

MFL – FOOD

The children will understand and say the names of six fruits in French before learning these using a variety of games and rhymes. They will then learn and practise how to use these in simple, communicative tasks. They will then create their own rhymes about fruits. Next, they will learn the twelve months of the year in French and how to say these with correct pronunciation. They will play games to help them recognise the months of the year in written form.

SCIENCE – ROCKS AND PLANTS

The children will classify different rocks on appearance and physical properties. They will work scientifically by: observing rocks in our local environment and how they might have changed over time. They will use microscopes to help them to identify whether different rocks have grains or crystals, and investigate whether they contain fossils. They will learn about how fossils are formed and begin to understand that soils are made from rocks. Next, they will identify the different parts of plants and the functions of these. They will plan investigations to identify the requirements of a plant and how they transport water.

GEOGRAPHY – MOUNT VESUVIUS

The children will use orographic maps to locate European countries with volcanoes and important mountain ranges before focussing on Italy and the city of Naples. They will then conduct an in depth study to highlight the geographical similarities and differences between Naples and Wakefield. The children will then locate Mount Vesuvius before exploring the different parts of a volcano using their own models. They will learn about the potential hazards of living so close to Vesuvius and the effect it could on the city of Naples if it erupted again.

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RE – THE GURDWARA

The children will discuss why people pray and the meaning of their actions before focussing on Sikh worship. They will learn about Guru Nanak, the core beliefs and the five articles of faith. They will explore significant symbols and the part that they play in worship. Next, they will learn about the main features of a Gurdwara before visiting one to discover new religious artefacts. Finally, they will use this visit as a stimulus to write their own non-chronological reports.

HISTORY – THE ROMANS

The children will use historical maps to track the rise of the Roman Empire and consider the reasons that it became so strong. They will write instructions on how to be a soldier of the Roman legion and will investigate the Roman invasion of Britain. They will use drama techniques to explore Boudicca's rebellion and write a speech which would lead her tribe into The Battle of Colchester. Next, they will explore the Roman legacy. They will handle artefacts to explore Roman entertainment before considering their effect on the landscape of Britain.

DT – CRAZY CATAPULTS

The children will learn about the importance of catapults in Roman warfare and physical forces used to power them. They will then look at a range of catapult styles (such as pyramid and lever) before making and testing prototypes of these. They will explore different materials that they could use to create their chosen catapult and techniques to ensure that their structure is stable and strong. They will then create their own catapult based on their design choices before taking part in a competition to see which catapult can launch a boulder the furthest!

MUSIC – SAMBA DRUMMING

The children will continue to work with their specialist music teacher. They will learn how to play and combine more complicated, syncopated rhythms using traditional Samba instruments and will add their own dance moves to their compositions. They will then combine the two in a moving procession performance. They will begin to compare Samba music to other musical genres and continue to work on their vocal skills whilst exploring singing in different parts.

ART – JULIAN OPIE AND MOSAIC

To begin with, the children will appraise a range of Opie's art and begin to recognise his simplified style which is characterised by black outlines. They will experiment with this style using different media before creating their own self-portrait 'portraiture' pictures based on his work. Next, the children will explore different mosaics that were brought to Britain by the Romans. They will practise the technique of printing individual squares using a printing stick to create repeating patterns and geometric borders. They will use this study to create their own mosaics.

OUTDOOR PE – ATHLETICS

Throughout this unit, children will continue to work on their athletics skills and will describe how their body feels when doing different exercises. They will use mobility exercises during their warm-ups before engaging in a range of pulse-raising, running games to develop nimble footwork, transference of body weight and spatial awareness. They will develop their sprinting, throwing and jumping skills whilst working cooperatively with a partner to count, measure, time and give peer-assessment linked to given criteria. They will begin to develop simple tactics.

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PSHCE – GOING FOR GOALS

The children will consider the positive and negative feelings associated with surprise before working as a group to complete a story which explores these emotions.

ENRICHMENT

During a visit to Leeds Discovery Centre, the children will handle a range of rocks and minerals from different environments. They will investigate fossils and discover some surprising superstars of the mineral world!

INDOOR PE – PATHWAYS

In Gymnastics, the children will identify and use flexible and direct pathways before exploring different ways to travel across different pathways using different movements. They will construct sequences which use planned variations in speed and level before transferring their skills to a range of apparatus. In Dance, they will use a story as a stimulus to create imaginative dance sequences. They will create simple motifs which they can remember and repeat and will work collaboratively to create phrases which contain complimentary movements.