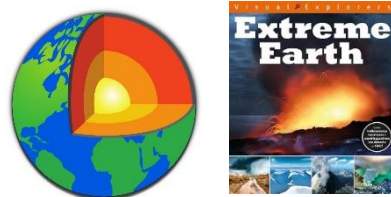


Geography – Extreme Earth

- To name and describe properties of the Earth's four layers can
- To describe tectonic plate boundaries.
- To name and locate significant places on a larger scale map.
- To describe the parts of a volcano.
- To explain the cause and effect of a significant historical event.
- To explain the physical processes that cause an earthquake.



English

Shared Reading : The Boy Who Grew Dragons by Andy Shepherd

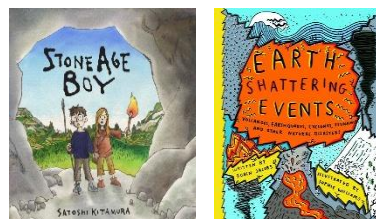
Non-fiction: Non-chronological report on Earthquakes

Fiction: Narrative based on Stone Age Boy by Satoshi Kitamura

- The children will explore the characters in the stories and understand how the decisions made by them impact the plot when writing their narrative.
- To produce a non-chronological text on Earthquakes.

Grammar Focus

- Consolidation of capital letters and full stops
- Adverbials
- Precise verbs
- Prepositions
- Conjunctions
- Complex sentence



PE

Indoor – Gymnastics

- To perform a short sequence with low and medium level shapes.
- To perform a short sequence with matching and mirroring.
- To perform contrasting shapes with some linking.
- To perform a wide range of shapes and balances on apparatus.
- To perform shapes in flight, on and off a piece of apparatus.
- To take weight on hands and roll safely, exploring different rolling methods.

Outdoor – Netball

- To hold the stick and dribble.
- To dribble under pressure.
- To pass and receive the ball.
- To tackle correctly.
- To shoot with accuracy.
- To be able to play Hockey in a game situation.

French – Salut

- To introduce the unit 'Les animaux'.
- To name and remember five animals with the correct indefinite article/determiner.
- To consolidate all ten nouns for animals and attempt to spell these words.
- To explore and understand the role of the indefinite article/determiner.
- To become more familiar with the 1st person high frequency irregular verb 'je suis' (I am) from the verb 'être' (to be).



Multiplication and Division

- To be able to understand the word 'equal'
- To be able to understand use of arrays and recognise that 3 lots of 5 is equal to 5 lots of 3
- To identify whether or not a number is a multiple of 2.
- To be able to recognise multiples of 5 and 10
- To understand sharing or grouping and use appropriate concrete manipulatives or pictorial representations
- To understand multiplying by 3 and understand dividing by 3.
- To be able to multiply by 4 and dividing by 4
- To be able to count in 8s and multiply by 8 and explore dividing by 8.
- To make connections between the 2, 4 and 8 times-tables.

Further multiplication and division

- To understand multiples of 10
- To explore calculations related to known facts
- To understand of the structure of multiplication
- To multiply and divide 2-digit numbers by 1-digit numbers (no exchange)
- To multiply and divide 2-digit numbers by 1-digit numbers (an exchange)
- To be able to link multiplication and division facts
- To be able to divide a 2-digit number by a 1-digit number with flexible partitioning and no remainders
- To understand of multiplication by focusing on scaling



Year 3 - Autumn 2 What makes the Earth shake?



RE – Judaism

- I can explain the importance of the Torah
- I can understand what Kosher means to Jewish people
- I can describe how Jewish people celebrate their faith
- I can recall the history of Judaism
- I can recognise symbols of the Judaism faith

Design and Technology – Volcanoes

Skill: Printing

- To research the life and style of an artist.
- To explore colours and shades.
- To explore pattern and shape, creating designs for printing.
- To talk about the processes used to produce a simple print.
- To print using a variety of materials and techniques.
- To evaluate ideas, methods and approaches in my own and others' work.



Science – Biology Rocks and Soils

- Children will be able to name the three different types of rocks.
- They will handle and examine rocks to identify their properties, with support.
- They will be able to state the four different types of matter that soil is composed of.
- Children will make careful observations
- They will be able to take part in and contribute towards an oral presentation of their observations.



Computing

Creating Media – Stop Frame Animation

- To explain that animation is a sequence of drawings or photographs.
- To relate animated movement with a sequence of images.
- To plan an animation.
- To identify the need to work consistently and carefully.
- To review and improve an animation.
- To evaluate the impact of adding other media to an animation.

Music

Playing in a Band – Charanga

- To recognise and move in time with the beat.
- To identify the names of some pitched notes on a staff.
- To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.
- To share their thoughts and feelings about the music together.
- To sing as part of a choir and in unison.
- To play together with everybody while keeping the beat.
- To play the instrumental part they are comfortable with and swap when appropriate.

PSHE: I Decision



Making Friends Online

- Know how to keep safe in online chatrooms.
- Be able to name the positives and negatives of using technology.
- Understand the difference between safe and risky choices online.
- Be able to identify possible dangers and consequences of talking to strangers online.

Staying Safe Learning Out of the Window

- Be able to recognise a range of warning signs.
- Be able to spot the dangers we may find at home.
- Know the importance of listening to our trusted adults.
- Know the differences between safe and risky choices.
- Be able to understand ways we can keep ourselves and others safe at home.