



Academic		
<p align="center"><b>Maths</b></p> <p><b>Multiplication and Division</b> -Using manipulatives and different methods, children will work towards multiplying 2digits by 1 digit</p> <p><b>Money</b> - Children will count money, add and subtract amounts, convert pounds and pence and learn to give change.</p> <p><b>Statistics</b> - Through tally charts, pictograms, bar charts and tables, children will learn how to represent different forms of data.</p> <p><b>Length and Perimeter</b> - The class will be converting m and cm, mm and cm. They will learn to compare lengths, add and subtract lengths and measure and calculate the perimeter of shapes.</p> <p><b>Fractions</b> - The children will be taught how to find a half, quarter and a third of an amount. They will practise working with unit and non-unit fractions and they will find equivalent fractions of a half.</p>	<p align="center"><b>English</b></p> <p>We begin with a non-chronological report about the layers of the Earth from the core to the surface, Children will explore different rock types and will complete this digitally using their Chromebooks, adding images to their text.</p> <p>We will also look at a range of poetry, leading to the children creating their own shape poetry about volcanoes.</p> <p>After this, we will look at the events at Pompeii and write a narrative entitled Escape from Pompeii, before writing newspaper reports about an earthquake in a city in Italy in 2016.</p> <p>Finally, we will write diary entries from the perspective of the people living in the shadow of active volcanoes.</p>	<p align="center"><b>History</b></p> <p>By exploring the life of Mary Anning and looking at the events of Pompeii, the children will learn to:</p> <ul style="list-style-type: none"> <li>• Explain the cause and effect of a significant historical event.</li> <li>• Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</li> <li>• Make deductions and draw conclusions about the reliability of a historical source or artefact.</li> </ul>
<p align="center"><b>Geography</b></p> <p>As this is the driving subject of our topic this term, there are many national curriculum skills that the children will practise:</p> <ul style="list-style-type: none"> <li>• Name and describe the types, appearance and properties of rocks.</li> <li>• Name and describe properties of the Earth’s four layers.</li> <li>• Describe the activity of plate tectonics and how this has changed the Earth’s surface over time (continental drift).</li> <li>• Name and locate significant volcanoes and plate boundaries and explain why they are important.</li> <li>• Describe the parts of a volcano or earthquake.</li> <li>• Locate significant places using latitude and longitude.</li> <li>• Classify, compare and contrast different types of geographical feature.</li> <li>• Describe how a significant geographical activity has changed a landscape in the short or long term.</li> </ul>	<p align="center"><b>Art</b></p> <p>Using ammonites as our muse, the children will learn to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p align="center"><b>Design Technology</b></p> <p>In this unit, we will teach children about cam mechanisms. They will experiment with different shaped cams before designing, making and evaluating a child's automaton toy.</p>	<p align="center"><b>Music</b></p> <p>The children in Y3 will be learning the songs to accompany our production later in the Easter term. They will also practise using notation to help them perform pieces using tuned instruments.</p>

<ul style="list-style-type: none"> <li>• Explain the physical processes that cause earthquakes and volcanic eruptions.</li> <li>• Describe how a significant geographical activity has changed a landscape in the short or long term.</li> <li>• Use the eight points of a compass to locate a geographical feature or place on a map.</li> <li>• Explain the physical processes that cause earthquakes and volcanic eruptions</li> </ul>		
<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>• Compare and group rocks based on their appearance, properties or uses.</li> <li>• Describe simply how fossils are formed, using words, pictures or a model.</li> <li>• Investigate soils from the local environment, making comparisons and identifying features.</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <ul style="list-style-type: none"> <li>• How do festivals and worship show what matters to a Muslim?</li> <li>• How do festivals and family life show what matters to Jewish people?</li> </ul> <p style="text-align: center;"><b>Computing</b></p> <p><b>Creating Media: Animation</b> – Children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with the children adding other types of media to their animation, such as music and text.</p>	<p style="text-align: center;"><b>PE</b></p> <p>Children will be swimming in the first half of the term and will also be practising their multi-skills on a Monday and improving their futsal skills with Miss Gibson on a Thursday.</p> <p><b>Events:</b>  18th January - Indoor Athletics Qualifier  KS2 Tag rugby matches with Caen and Kingsacre- Feb  Girls U 9s- 17th Feb and U11s Level 2 Football- 18th Feb</p>
<p style="text-align: center;"><b>Digital and Innovation</b></p> <p>We will be innovative in our approach to our learning, looking for creative ways to present our knowledge and understanding. We will use technology to share our reflections on our learning.</p>	<p style="text-align: center;"><b>Character</b></p> <p>Our character virtues this term are helpfulness, caring, critical thinking, honesty, justice, service and resilience. They will be actively caught, recognised and celebrated in daily life both in and out of school; sought through opportunities across the whole curriculum and taught through our assemblies, character education and PSHE learning.</p>	<p style="text-align: center;"><b>Community</b></p> <p>This will be fostered in and around school. As the weather improves, we will return to the beach to commit to beach cleans and plastic clean-ups. We will also be getting ready for our Easter play and inviting parents to that performance, either in the hall or at Twitchen if we can.</p>