

## GEOGRAPHY Geographical Enquiry

- Use geographical vocabulary to describe a place.
- Plot NESW on a map.
- Use maps and atlases to answer geographical questions.

## Physical Geography

- Understand that rocks are underneath us everywhere and identify places in the world where this is more evident (mountain ranges.)
- Describe how the Earth has a crust of rocks which is joined at places and at these places volcanoes are evident.
- Describe how an earthquake happens.
- Describe how natural resources are distributed in the world and name where some precious stones are from.

## Human Geography

- Describe how living near a volcano will impact upon someone's life.

## Geographical Knowledge

- Name and locate on a map some of the world's most famous volcanoes.

HISTORY- Changes in Britain from the Stone Age to the Iron Age, including:

- Hunter- gatherers and early farmers.
- Bronze-age religion, technology & travel
- Iron age hill forts.

## Chronological understanding

- Describe events from the past using dates when things happened.

## Knowledge and interpretation

- Suggest why certain events happened as they did in history and why certain people acted the way they did.

## Historical enquiry

- Use various sources to piece together information.

## Design and Technology – Pots and Moccasins

Developing, planning and communicating ideas.

- Show that their design meets a range of requirements.
- Put together a step-by-step plan which shows the order and also what equipment and tools they need.

## Textiles

- Join textiles of different types in different ways.
- Choose textiles both for their appearance and also qualities.

## Mouldable materials

- Select the most appropriate materials.
- Use a range of techniques to shape and mould.
- Do they use finishing techniques.

Working with tools, equipment and materials to make quality products.

- Use equipment and tools accurately.

## Evaluating processes and products.

- Explain what they changed which made their design even better.

## SCIENCE

- Sort the same group of materials in different ways.
- Sort materials by a number of different criteria.
- Suggest materials which could be used for specific jobs.
- Set up a simple test to explore the differences between materials.
- Compare and group together different rocks based on their simple physical properties.
- Describe and explain how different rocks can be useful to us.
- Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed.
- Describe how fossils are formed within sedimentary rock.
- Identify that humans have skeletons and muscles for support, protection and movements.
- Recognise that soils are made from rocks and organic matter.

## ICT

- Sort data into a prepared database.
- Sort and search a database to answer a simple question.
- Use a branching database.
- Find relevant information by browsing a menu.
- Search for an image, then copy & paste it into a document.
- Search for an image and use the 'Save Picture As' option to save it to my folder.
- Select, copy and paste text in a document.
- Begin to use note-taking to decide what text to copy.
- Control & edit text using **bold**, *italics*, underline, align, font & size.
- Save a word document to my folder.

# ROCKS Year 3

ART - Knowledge, Skills & Understanding. Observational pastel drawings of rocks/cave paintings.

- Use different grades of pencil shade to show different tones & textures.
- Write an explanation of their sketch in notes.
- Use their sketches to produce a final piece of work.
- Use a range of brushes to create different effects.
- Explore work from other periods of time.
- Begin to understand the viewpoints of others by looking at images of people & understand how they are feeling & what the artist is trying to express in their work.
- Use montage.
- Use their sketch books to express feelings about a subject & describe likes & dislikes.
- Cut accurately & overlap materials.
- Experiment using different colours.

## MFL -

Say/ Write:

- Say hello.
- Respond to someone saying hello to me.
- Say goodbye.
- Say name colours.
- Write colours.

Including:

- Respond to saying hello.
- Children to write key words.
- Appreciate songs and rhymes in French.

## RE – Remembering

- Talk about how it feels to celebrate.
- Develop a feeling of what celebration or major religious festivals mean to people.
- Talk about special food at special times.
- Know that certain special foods are linked to different festivals and celebrations.