St. Cecilia's Catholic Primary School

Topic Map: Year 3 , Spring Term 2

RSHE – Identity, society and equality:

Celebrating difference

Pupils learn:

- Pupils learn about valuing the similarities and differences between themselves and others
- Pupils learn about what is meant by community
- Pupils learn about belonging to groups

No outsiders – Year 3 lesson 3

To find a solution to a problem.
-Understand where problems come from and how to find a solution to them.

ART: Famous Buildings

- **To explore and examine buildings in a range of architectural style.**
- **To explore the architecture of Sir Christopher Wren.**
- **To explore the architecture of St. Basil's Cathedral, the Taj Mahal and the Sydney Opera House.**

STEM Week: Moving Monsters

Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.

Test and evaluate their own products against design criteria and the intended user and purpose.
the correct technical vocabulary for the projects they are undertaking use their design criteria to evaluate their completed products.

Class Read:

Title: Flat Stanley and the Great Egyptian Grave Robbery
Curriculum links: History
Writing opportunities: Information texts, play scripts, instructions, narrative writing.

Geography: Volcanoes & Earthquakes

Enquiry Question: "What impact does tectonic activity have on the earth?"

The children will:

- Know and talk about where volcanoes and earthquake zones are located in Europe, North & South America and locate these on maps and globes.
- Name examples of volcanic eruptions and major earthquake disasters
- Describe and compare the location of the world's volcanic and earthquake zones to the UK.
- Compare the physical and human characteristics of the UK to that of earthquake and volcanic regions in America.
- Describe how earthquakes and volcanoes cause hazards to people ad recognise advantages and disadvantages of living in such areas.
- Understand the position of plate boundaries and compare this to earthquake zones and volcanoes near the Equator e.g. Ring of Fire
- Label features of a volcano and describe an eruption.
- Compare their local area to earthquakes zones and volcanic regions
- Give reasons why people live in earthquake zones and close to active volcanoes (e.g. soil type and housing)

Crucial Knowledge children must remember:

•Locate the Pacific Ring of Fire on a map of the world and know that it is a path of active volcanoes along the Pacific Ocean.
•To understand that the structure the Earth consists of the core, mantle and crust and that the Earth's crust is made up of different plates which move. This is called plate tectonics.
•Know that earthquakes and volcanoes typically occur on plate boundaries and fault lines, along which the Earth's crust has moved.
•Compare the seismic activity and impact of earthquakes in South America (e.g. Puerto Rico), North America (e.g. California) and Europe (e.g Italy) to that of earthquakes which have occurred in England (e.g. earthquakes have been of higher magnitudes in Italy than in England).
•Know and describe the features of a volcano such as the magma chamber, main vent and crater.
•Give reasons why people live near earthquakes and volcanoes such as:
-Geothermal energy can be harnessed by using steam heated by the Earth's magma.
-Hot springs and geysers can improve tourism and create many jobs.
•Identify how living in areas susceptible to earthquakes and volcanic activity can present a hazard (e.g. collapse of structure).

Physical Education:

Athletics.

To develop the sprinting technique and improve on your personal best.
To develop changeover in relay events.
To develop jumping technique in a range of approaches and take off positions.
To develop throwing for distance and accuracy.
To develop throwing for distance in a pull throw.
To develop officiating and performing skills.

Golf

To explore technique when aiming towards a target.
To develop accuracy when aiming towards a target.
To explore technique when aiming at a target over a short distance.
To explore technique when aiming at a target over a short distance.
To explore technique when aiming at a target over a long distance.

Religious Education:
Lent/Easter

'To Know You More Clearly'

Branch 4 Desert to Garden

The Miracle of the loaves/ Feeding of the 5000 (Matthew 14: 13-21)

The Last Supper- institution of the Eucharist (Matthew 26: 26-29)

Holy Mass

Computing

Computer Science: Loops through Code Studio Course C: Lesson 8- 10 Events through Code Studio Course C: Lessons 12 & 13 **Digital literacy & Online safety**: Device-Free Moments Digital Trails (1) **IT & Digital Literacy:** Data and Information. Branching Databases. Computers and Networks. Computers and the Internet

Mathematics:

Unit 8 – Fractions (I)

Understand the denominator of unit fractions
Compare and order unit fractions
Understand the numerator of non-unit fractions
Understand the whole
Compare and order non-unit fractions
Divisions on a number line
Count in fractions on a number line
Equivalent fractions as bar models
Equivalent fractions on a number line
Equivalent fractions
End of unit check

Unit 9 – Mass

Use scales
Measure mass
Measure mass in kilograms and grams
Equivalent masses
Compare mass
Add and subtract mass
Problem solving – mass
End of unit check

English

Vehicle Text: Jeremy Button

Narrative: Return Narrative
Purpose: To narrate

Information: Letters
Purpose: To recount

Grammar: Word
Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning

Grammar: Sentence
Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although

Grammar: Text
Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past

Grammar: Punctuation
Build on previous units & focus on: Inverted commas to punctuate direct speech

Science

Forces and Magnets

Explore contact and non-contact forces.

Compare how things move on different surfaces.

Explore different types of magnets.

Explore the properties of magnets and everyday objects that are magnetic.

Understand that magnetic forces can act at a distance.

Explore the everyday uses of magnets.