

Tremors
Medium Term Topic Plan – Year 3

| Term | Summer 1 (7 weeks) | Curriculum Strands | Geology and Death, Disaster & Conflict |
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| Classroom Environment | Topic board to celebrate children’s learning from school and home Age-appropriate geographical vocabulary related to volcanoes Range of topic books including different genres and text types | Super Starter & Education Visit/Visitor | Making volcanoes |
| Key Texts | Escape from Pompeii by Christina Balit | End Product | Class assembly |
| English | Pompeii newspaper report - write to inform - incl. roving reporters at the scene of the disaster (speech & language) – 3 weeks | | |
| Science | <p><u>Investigation into rock properties</u> N.C. Obj. Set up simple practical enquiries, comparative and fair tests.</p> <p><u>Use diagrams and models to find out about the Earth's layers</u> N.C. Obj. Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p><u>Plants</u> N.C. Obj. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers N.C. Obj. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant N.C. Obj. Investigate the way in which water is transported within plants N.C. Obj. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><u>Working Scientifically</u> N.C. Obj. Asking relevant questions and using different types of scientific enquiries to answer them N.C. Obj. Setting up simple practical enquiries, comparative and fair tests N.C. Obj. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers N.C. Obj. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions N.C. Obj. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables N.C. Obj. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions N.C. Obj. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions N.C. Obj. Identifying differences, similarities or changes related to simple scientific ideas and processes N.C. Obj. Using straightforward scientific evidence to answer questions or to support their findings</p> | | |
| P.E. | Swimming , cricket & athletics | | |
| Geography | <p><u>Rocks area survey: take digital images to record observations of rocks in our environment.</u> Obj. Collect and analyse a range of data.</p> <p><u>Earthquake: study earthquake images, discussing what happens during and after.</u> N.C. Obj. Describe and understand key aspects of physical geography.</p> <p><u>Helping those in need: discuss 'does the world do enough to help people rebuild their lives after natural disasters?' in response to Great East Japan Earthquake (2011)</u> N.C. Obj. Gather evidence to answer a geographical question or enquiry.</p> <p><u>Ring of Fire: identify locations of volcanoes on a map globe or atlas.</u> N.C. Obj. Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Volcano vocabulary: use geographical vocabulary, such as lava, vent, magma, force, gas, mantle, crust and effusive and explosive eruptions in explanations.</u> N.C. Obj. Describe and understand key aspects of physical geography.</p> <p><u>Mapping Vesuvius: locate Naples and the location of Mount Vesuvius, making a sketch map on a grid using four figure grid references.</u> N.C. Obj. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Displaying information: use other sources of information on natural disasters to create a presentation on one particular event.</u> Obj. Collect, analyse and communicate a range of data.</p> | | |

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| <p>History</p> | <p><u>Pompeii</u></p> <p><u>Making deductions about the past: become archaeologists, discovering the ashen casts of Pompeii bodies.</u></p> <p>N.C. Obj. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><u>Roman research: use a range of historical source materials to find out what a busy Roman town would have looked like at the time of the explosion.</u></p> <p>N.C. Obj. Learn about the Roman Empire and its impact on Britain.</p> |
| <p>Art</p> | <p><u>Volcanoes (Andy Warhol and Nick Rowland) and Roman Shields</u></p> <p>Sketch design and paint in style of Andy Warhol</p> <p>N.C. Obj. 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>N.C. Obj. Learn about great artists, architects and designers in history</p> |
| <p>Music</p> | <p><u>Volcanic soundscapes: listen to recordings of volcano noise and work in groups to create a soundscape, from rumbles to explosions.</u></p> <p>N.C. Obj. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u>Pompeii soundscapes: add sound effects to examples of Pompeii poetry to create further atmosphere and drama.</u></p> <p>N.C. Obj. Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Instrument: recorders</p> |