

Year 3/4 Humans Vs Nature – Volcanoes and Earthquakes

Big Questions:

What are the causes of volcanoes and earthquakes?

What are the effects of volcanoes and earthquakes?

How do people manage these effects?

Intent

To understand the causes and effects of volcanoes and earthquakes, and how people manage them.

Geography – Volcanoes and Earthquakes

- I can locate and name world countries, identify some human and physical characteristics using maps.
- I can give reasons why some features are as they are and ask, "What may this place be like in the future?"
- I can explain my own views about locations and give reasons, using key vocabulary including:
 - physical geography: volcanoes and earthquakes.
- I can describe and understand key aspects of physical geography: volcanoes and earthquakes.
- I can summarise the impact that people have on their environment and how they are trying to manage an environment.
- I can identify physical features such as the parts of a volcano; explain the processes acting on them and how humans manage them.
- I can apply my understanding of differences and similarities to solve problems.
- I can use a range of resources to identify the key physical and human features of a location.
- I know how to explain how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude
- I know the term GMT

Computing

tbc

RE - Christianity

- I know the symbolic objects which show the significance of Christmas
- I know one thing a Christian might learn about Jesus, from a Christian symbol
- I know how to ask questions about what Christmas means to Christians and compare this with what it means to me

Music - Christmas song to sing around the Christmas tree

- I know how to sing in unison using increased expression
- I know how to listen with attention and recall patterns of sounds with increasing accuracy
- I know different musical elements can be combined and used expressively for effect

Reading

- I can make plausible predictions, using evidence from the text
- I can make inferences, using evidence from the text
- I can explore characters' actions, and feelings
- I can find the meaning of words
- I can discuss words and phrases that capture the reader's interest and imagination and can explain why they are effective
- I can summarise what is happening throughout the text
- I can generate and answer find it questions
- I can read fluently and with expression
- I can retrieve information from a text
- I can explore characters' actions, feelings and motives through hot seating and role play
- I can identify the cause of a character's actions and motives during specific events
- I can compare and contrast the lives of two characters

Text - The Ice Palace by Robert Swindles

Literacy (Non-fiction - persuasive letter. Fiction – suspense writing)

- I can discuss writing similar to mine to learn from its structure, vocabulary and grammar
- I can compose and rehearse sentences orally to improve my writing
- I can plan my writing
- I can organise my work into paragraphs around a theme
- I can use fronted adverbials and use commas after a fronted adverbial
- I can use expanded noun phrases using adjectives, additional nouns and prepositional phrases
- I can extend sentences using a range of conjunctions
- I can use conjunctions, adverbs and prepositions to express time and cause
- I can use and punctuate direct speech
- I can use pronouns
- I know how to evaluate and edit by: proof-reading for spelling and punctuation errors
- I can publish my work.
- I can read aloud my work
- I can assess the effectiveness of other's writing and suggest improvements

DT – Earthquake Shelters

Design

- I know how to identify purpose, design and use
- I know how to share and discuss ideas with others
- I know how to represent ideas in diagrams and annotated sketches

Make

- I know how to use design criteria whilst making my object
- I know how to measure, mark, cut and shape materials and components with some accuracy
- I know how to join, assemble and combine materials and components with some accuracy

Evaluate

- I know how to use design criteria to evaluate product; identifying both strengths and areas for development
- I know how to consider the views of others, including the intended user, whilst evaluating the product

PSHE - Feeling safe/being safe

- I know how to respond safely and appropriately to adults I do not know.
- I know how to recognise and report feeling unsafe, how to ask for help and where to get advice.
- I know that each person's body belongs to them, and the differences between appropriate and inappropriate contact

Thought box – Identity

- I know how our identities are shaped by the world around us
- I understand that we are all unique and that it is ok to be different

Maths

Addition and subtraction

- I know how to add and subtract three/ four digit numbers using renaming/regrouping and can use both mental and formal written methods
- I know how to solve problems using addition and subtraction.
- I know how to multiply by 6, 7, 9, 11 and 12.

Times Tables

- Learn the times table of 3, 4, 6, 7, 9, 11 and 12.

PE - Gymnastics

- I can copy, remember, explore & repeat simple actions varying speed & levels.
- I am beginning to select simple actions to construct basic sequences.
- I am beginning to identify the difference between my performance and that of others.
- I understand the need for warm-up & cool down, and also what is happening to my body during exercise.

Science The how and why of eating

- I can describe the simple functions of the basic parts of the digestive system in humans
- I can identify the different types of teeth in humans and their simple functions
- I can construct and interpret a variety of food chains, identifying producers, predators and prey.