

# 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.