

Geography

We will:

- Be able to recall and explain key facts about the structure of the Earth including its four main layers.
- Know the key physical features and parts of a volcano
- Know why people choose to live near volcanoes despite the risk to their homes and lives
- Know what causes an earthquake and the key things people should do to protect themselves and their families in the event of an earthquake.
- Use maps, atlases, globes and digital/computer mapping to locate volcanoes, the ring of fire, significant countries and to describe volcanic features.
- Know the key physical and human characteristics of Iceland and its major cities and environmental regions.
- Know geographical similarities and differences between living in the UK and Iceland.

Angry Earth

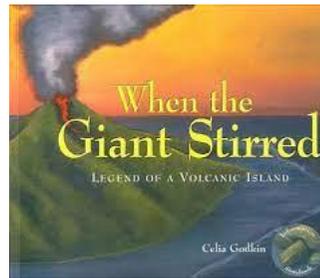
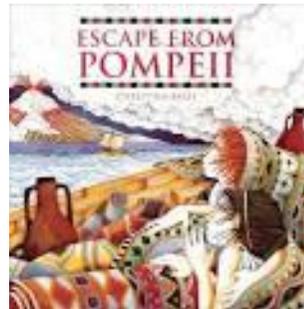
Year 3 and 4 Topic Web – Spring

English

Our Class Books:

Escape from Pompeii By Christina Balit

When the Giant Stirred By Celia Godkin



We will:

- Invite our adults into school to take part in an Angry Earth quiz and to see our displays, books, homework and artwork.

Art and Design

We will:

- Create volcano artwork in the style of Margaret Godfrey using tissue paper, PVA and markers
- Use watercolour to create a volcanic landscape painting
- Compete to design and build the most earthquake-proof structure.

History

Through study of the eruption of Mount Vesuvius in Pompeii in AD79 we will:

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

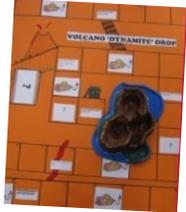
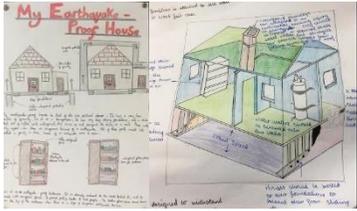
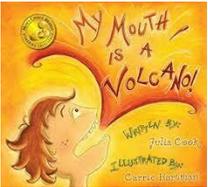
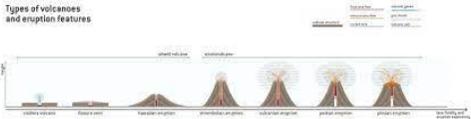
<p>Science</p> <p>Living Things</p> <ul style="list-style-type: none"> Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things. <p>Rocks</p> <ul style="list-style-type: none"> Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock 	<p>Know that changes to the environment can make it more difficult for animals to survive and reproduce; in extreme cases this leads to extinction, where an entire species dies</p> <p>Know that human activity – such as climate change caused by pollution - can change the environment for many living things, endangering their existence</p> <p>Know that the polar bear is a famous example of climate change endangering the existence of a species; as the climate changes and gets warmer, the sea ice on which polar bears live reduces in amount making it harder for them to survive and reproduce</p> <p>Know that fossils form when a plant or animal dies and is quickly covered with silt or mud so that it cannot be rotted by microbes or eaten by scavenging animals; in time layers of sediment build, squashing the mud and turning it to stone around the dead plant or animal; the materials in the body are replaced by minerals that flow in water through the rock, leaving a rock in the shape of the animal or plant that was once there</p>
<p>English</p> <ul style="list-style-type: none"> Setting Description Explanation Text <ul style="list-style-type: none"> - In narratives, create settings. - Organise paragraphs around a theme - Draft and write by: composing and progressively building a varied and rich vocabulary and an increasing range of sentence structures. - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. - In non-narrative material, use simple organisational devices. 	<p>Create a senses grid with well-structured descriptions.</p> <p>Plan narrative by organising paragraphs around a theme.</p> <p>Describe a setting by using noun phrases, powerful adjectives, conjunctions, adverbs and prepositions to express time, place and cause.</p> <p>Edit work and propose changes to grammar, vocabulary and punctuation to improve consistency.</p> <p>Participate in role-play and improvisation.</p> <p>Use and punctuate direct speech. Use dialogue to show relationship between characters.</p> <p>Recognise the features and structure of an explanation text.</p> <p>Plan and write an explanation text using appropriate structure. Use chronological order, time and cause and effect conjunctions, technical vocabulary, impersonal tone, diagram and illustrations.</p> <p>Learn and apply proofreading and editing skills.</p>

	<u>Other Areas of the Curriculum – not linked to the topic</u>
Maths	We will learn how to recognise and work with equivalent fractions, spotting patterns and calculating equivalent fractions using proportionality. We will learn how to calculate fractions of an amount, length, shape or distance (unit fractions and non-unit fractions with small denominators). We will add and subtract fractions with the same denominator, add 2 or more fractions and learn to subtract fractions from the whole. Working with decimals, we will learn about tenths and hundredths as decimals, counting in tenths and hundredths and placing decimals on a place value grid and number line. In Year 3 we will learn about mass and capacity, adding, subtracting and comparing mass and capacity of different objects and using different scales.
Religious Education <ul style="list-style-type: none"> • Kingdom of God – When Jesus left, what was the impact of Pentecost? Understanding Christianity	<ul style="list-style-type: none"> - Make links between the story of Pentecost and Christian belief about the Kingdom of God on Earth. - Offer suggestions about what the description of Pentecost in Acts 2 might mean. - Give examples of what Pentecost means to some Christians now. - Make simple links between the Day of Pentecost, the Holy Spirit and the Kingdom of God. - Make links between the Kingdom of God explored in the Bible and what people believe about following God in the world today.
French – Unit 4 Rigolo <ul style="list-style-type: none"> • Animals and Pets 	<ul style="list-style-type: none"> - Learn vocabulary for pets and say what pets they have, what their names are and describe their characters. - Ask someone if they have a dog/cat etc. - Learn numbers 11-20 - Introduce a friend in the 3rd person and describe their character.
PSHE <ul style="list-style-type: none"> • Drug Education • Relationships and Drug Education 	<ul style="list-style-type: none"> - Be able to name some medical and legal recreational drugs - Have a basic understanding of how a drug can enter the body and the bloodstream - Be able to explain some ways in which medicines are used, including as immunisations and describe some of the professionals who work with them - Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help - Know that nicotine and alcohol are drugs and describe some of their effects - Have begun to consider why some people choose to use nicotine and alcohol - Have thought about influence and persuasion and will demonstrate some skills to counter these. At the end of this unit most pupils will: <ul style="list-style-type: none"> • Be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female • Be able to give several examples of the capabilities of their own bodies • Be able to describe familiar hygiene routines and understand the reasons for doing these things • Be able to anticipate new responsibilities for their personal hygiene

	<ul style="list-style-type: none"> • Be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.
<p>P.E.</p> <ul style="list-style-type: none"> • Athletics and • Hockey <p>-</p>	<p>Running: with a focus on cooperation, pace and speed.</p> <ul style="list-style-type: none"> - running relays, hurdle running, shuttle running and distance running. <p>Jumping: with a focus on different jumping styles and how these techniques can be used in a range of activities.</p> <ul style="list-style-type: none"> - side to side jumps, forwards and backwards and one foot to the other. <p>Throwing:</p> <ul style="list-style-type: none"> - the heave throw and the sling throw. <p>At the end of the unit these skills will be applied in a mini-athletics event. Children will work in groups and create a healthy competitive atmosphere.</p> <p>Hockey:</p> <ul style="list-style-type: none"> - develop dribbling, passing and shooting skills. - basic attack and defence skills. <p>Children will also develop sportsmanship attitudes and fair play in encouraging and motivating their teammates. They will also understand the rules and know how important sticking to them is. At the end of the unit, children will participate in a mini class tournament.</p>
<p>Music –Ukelele class lessons</p>	<ul style="list-style-type: none"> - In this unit, children will work in small groups, composing rhythm patterns which are then practised with an emphasis on maintaining pulse. They will explore graphic and formal notation, using crotchets, quavers and rests and compare how these representations can look when placed side by side.

Angry Earth Homework Tasks

In your reading diary, it explains the expectations for homework with regards to reading, spelling and maths each week. In addition, we would like you complete one task every 2 weeks, these are linked to our topic. You are welcome to do more if you wish! Please hand homework in on Friday March 11th, March 25th and Thursday 7th April. You can hand the homework in as follows: by emailing it to class2@thrussington.leics.sch.uk; or by physically bringing it in.

<p>Make a model of a volcano. Make sure you include the key features and label the important parts.</p> 	<p>Research some famous facts about volcanoes. Create 10 questions 'true or false' quiz. Try it out on your family or friends.</p> 	<p>Create a board game inspired by the volcano's topic.</p> 
<p>Create a dictionary that explains key volcano vocabulary in your own words.</p> 	<p>Design an earthquake proof house. How could you prevent the building from collapsing during an earthquake?</p> 	<p>Think about the story we read in class 'My mouth is a volcano.' Create a storyboard with advice for how to respect others.</p> 
<p>Write an acrostic poem using the letters from the word 'VOLCANO'</p> <p>Violently erupting, Orange lighting up the sky, Lovely to look at but deadly to live near, Choking clouds of dust and dirt, Ash covering everything in a grey cloak, No escape. Oh, why do people live here?</p>	<p>Write a diary entry as if you were living near to an erupting volcano or an earthquake.</p> 	<p>Find and compare the heights of different volcanoes. Present your findings in a table.</p> 
<p>Experiment melting and cooling chocolate and explore the similarities to lava melting and cooling. Make lists of solids that melt and solidify. Take photos of your experiment or write about what happened.</p>	<p>Research a volcanic eruption of your choice. Produce a fact poster about the eruption, including:</p> <ul style="list-style-type: none"> • a sketch map to show its location • a description of the eruption • details about the eruption's impact 	<p>Research and write a set of instructions for how to make a 'rock cake.' See if you can follow your instructions and make some at home!</p>

