



GIRLS' PREP

.....

**Year 3**  
**Spring Term 2020**

.....

**Pompeii**

CHANGE TO **Spring Term 2021**

## English

### Key Texts:

'Escape from Pompeii' by Christina Balit

'The Iron Man' by Ted Hughes

Variety of non-fiction books

- Retrieve and record information from non-fiction texts
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Ask questions to enhance understanding of the text
- Predict what might happen in a text from details stated
- Draft and write: proofread for spellings and punctuation errors
- Create settings, characters and plot in narratives
- Oracy – creating a persuasive speech
- Spelling – weekly spelling practice and dictation
- Handwriting practice

## Mathematics

- Recall and use multiplication and division facts for the 3, 4 and 8 times tables
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Add and subtract amounts of money to give change using both £ and p in practical contexts
- Add and subtract numbers mentally, including:
  - a 3-digit number and tens
  - a 3-digit number and hundreds
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII
- Identify right angles, recognise that two right angles make a half-turn, three make three-quarters of a turn and four make a complete turn: identify whether angles are greater than or less than a right angle

Show mastery of the above objectives by completing investigations and applying skills in a variety of situations

## Science

### Rocks

- Compare and group together different kinds of rocks based on their appearance and physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock

- Recognise that soils are made from rocks and organic matter

### **Forces and Magnets**

- Compare how things move
- Notice that some forces need contact, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials

### **Scientific Enquiry**

- Use pictures, writing, diagrams and tables to record observations
- Put forward ideas about how to find the answers to questions
- Carry out a fair test with support and explain why it is a fair test
- Begin to offer explanations for what they see and communicate in a scientific way what they have found out

## Computing

### **Scratch Jnr:**

- Design, write and debug programs that accomplish specific goals
- Break an open-ended problem into smaller parts
- Program commands into a sequence to achieve a specific outcome and understand that this is an algorithm
- Use logical reasoning to detect and correct errors in algorithms and programs
- Test a program and recognise the need to debug it
- Use repeat commands

## Humanities

### **Romans**

- Describe the main changes that occurred in Britain during the Roman period
- Describe similarities and differences between people and events studied
- Communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT
- Begin to give reasons for, and results of, the main events and changes
- Ask questions and find answers about the past
- Understand that a timeline can be divided into BC and AD
- Order significant events and dates on a timeline
- Describe how some of the things they have studied from the past affect/influence life today

### **Volcanoes**

- Describe and understand key aspects of physical geography - volcanoes and earthquakes
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## **MUSIC**

### **Listening/Appraising:**

- African music and drumming
- Focus on songs using the pentatonic scale and simple ostinato patterns
- Link practical skills to the basic theory of music and structure of composition

### **Composition:**

African-inspired polyrhythmic pieces

## **DRAMA**

- Lessons inspired by 'Escape from Pompeii'
- Develop creative thinking skills through engaging with given stimuli (e.g. volcano eruption)
- Take part in improvisation activities
- Engage in hot seating (e.g. news reporters interviewing survivors of the volcano eruption)
- Speak clearly and audibly in front of an audience
- Adopt, develop and sustain a role

## **Intercultural understanding:**

Epiphany & Easter vocabulary - traditions

### **Oracy:**

- Engage in conversation, asking and answering simple pre-learned questions from memory
- Listen for specific words and phrases based on where they live, in a house or apartment and to say where it is.
- Create simple sentences using rooms of a house. Verbalise what rooms, they have or do not have in their home.
- Recall existing phonics and apply phonetical knowledge to new and existing words

### **Literacy:**

- Identify and locate specific words in a word list
- Write some single words from memory with plausible spelling
- Understand basic grammar, identifying gender and position of adjectives
- Adapt phrases to create new sentences to express ideas clearly by substituting one element in simple phrase or sentence to vary the meaning

### Home Learning

- Be involved in physical activities and challenges to improve endurance, body strength and fitness
- Develop agility, balance and coordination
- Continue to improve hand-eye coordination, whilst using the correct technique when throwing and catching a tennis ball
- Learn and rehearse a dance in preparation for the dance showcase
- Understand and explore scientific elements of Physical Education, understanding how our body works and how to look after ourselves through exercise, nutrition and recovery

### When we return to School

#### Dance

- Learn, rehearse and perform a dance showcase for filming

#### Netball

- Netball skills including positions, change of direction and pace and stage 1 defence
- Play small-sided games to encourage teamwork
- Experience a competitive games environment

#### Hockey

- Demonstrate basic tackling technique for dispossessing an opponent and make the best use of gained possession
- Increase ball control, and the ability to move at speed
- Utilise space on the field through an understanding of the game

#### Football

- Develop an understanding of how the game of football is played
- Continue to develop basic skills of ball control and passing

### Year 3 Art: Food glorious food

- Develop realistic drawing skills
- Learn about a range of techniques and processes
- Learn how artists and designers have responded to the theme

Growth Mindset

Zones of Regulation

**Who am I?**

- Exploring my family tree
- Future aspirations and careers

**First Aid**

- Take responsibility for their own safety and the safety of others and be able to seek help in an emergency
- Know when and how to make an emergency call
- Recognise the importance of local organisations in providing for the needs of the local community
- Behave safely and responsibly in different situations

Philosophy and Religious Studies 

- Investigate what is known about Jesus through symbolism, history, the Gospels and people's own interpretations of Jesus in art, during different periods
- Investigate what people in the Gospels say about Jesus, as well as what Jesus said about himself
- Reflect on their learning and evaluate the evidence studied
- Create either pictorially or in writing their own summary of what they think Jesus was like

Optional Extras 

**English**

- Read aloud to a parent/adult at least three times a week and ask the adult to comment in and sign the reading diary.
- Listen to a range of audiobooks.
- Come up with interesting ways to display their spelling words around the house and creative ways to learn them.

**Maths**

- Practise their multiplication and division using the Times Tables Rock Stars website.
- Complete activities on Mathletics.
- Go onto Top Marks and practise games to help consolidate their learning in lessons: [www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers](http://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers).

## Humanities

- Design and make a Roman shield
- Research and create their own project on a volcano of their choice. They can create a poster, model, speech, PowerPoint presentation, booklet, fact cards, drama presentation or something of their choice.
- Design a job advert for a Roman soldier about how to join the army.
- Write a poem about the eruption of Mount Vesuvius in Roman times. Imagine that they were there in Pompeii or in a boat watching. Use their senses and show their reader what it was like.
- Design an earthquake-proof house and write an explanation of how it works.
- Write a story about someone living in Roman times.
- Pretend to be living in Pompeii when Mount Vesuvius is starting to erupt. Write a persuasive argument to convince the citizens to leave Pompeii.
- Listen to a selection of stories about the Roman fort of Vindolanda, written by children aged 5-13: <https://www.vindolanda.com/story-library>
- Have a go at a range of Roman activities, from cooking to puzzle-solving: <https://www.vindolanda.com/home-learning>
- 

## Science

- Have a go at making chocolate rocks: <http://howtostem.co.uk/wp-content/uploads/2017/03/Chocolate-Rock-Cycle.pdf>
- Make a model of a volcano (you could make it erupt using bicarbonate of soda, vinegar and red food colouring).
- Have a go at some of their own fun geology experiments. <https://www.fizzicseducation.com.au/category/150-science-experiments/geology-rocks/>
- Play at home any games that involve magnets.

## Art

- Practise drawing food items from observation using their preferred media. Pupils can also research artists who are inspired by food and drink and create a fact file.