

## Science - Rocks, Soils & Fossils

**Tasc: To demonstrate the processes involved in an active volcano.**

### **Pupils should be taught:**

•To recognise that soils are made from rocks and organic matter.

\*Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

### **Additional Information**

Sorting and classifying rock types.

Testing properties of rocks.

Analysing differences in soil types.

## Art / DT

**Tasc – To create a working model of a Volcano.**

### **Pupils should be taught:**

\*To select from a wider range of tools and equipment to perform practical tasks.

\*To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

### **Additional Information:**

Children are to develop a range of skills and strategies to create a working model of a volcano.

Children will test materials for their suitability.

## English

**Following Primary Framework and linking with Volcanoes through:**

Instructions – Making a model volcano.

Shakespeare – The Tempest

Shape Poetry – volcanoes and descriptive language play.

## Go-Givers

- Peer Pressure: It's Your Choice

- The Two Brothers

# Volcanoes

## Autumn Term

## Year 3

### RE:

**Following the Manchester agreed syllabus**

Why are festivals important to religious communities?

## Mathematics

**Following Primary Framework and linking with volcanoes: -**

Coordinates – Plotting the world's volcanoes on a map.

Shape Identifying pyramids, cones and other 3D shapes.



## Geography

**Tasc: To develop a learning resource about the world's volcanoes.**

### **Pupils should be taught:**

•To locate the world's countries, using maps to focus on Europe and North and South America.

•To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

### **Additional Information:**

- Tectonic Plate Theory
- Locating volcanoes
- Describing the volcanic process.
- Pangaea and the evolution of the physical world.

## Computing - Coding and Programming

### **Pupils Should be taught:**

•To design, write and debug a program.

•To use sequences, selections and repetitions in programmes.

•To predict and test the results of a sequence of instructions.

### **Additional Information**

Writing algorithms to give directions between volcanoes.

Debugging algorithms for escaping an erupting volcano.

## Music:

**Follow Manchester Scheme:**

Controlling voice/instruments-dynamics/ tempo

Reading / writing notation – crotchets, crochets breaks, quavers.

Phrasing – ostinato / drone

## Outdoor Games:

To pass and move using games specific equipment.

## Dance:

To explore clear differences between dancing on the spot and travelling. Volcano movement dance.

## Gym

Link together pairs of actions showing that one action is slower than the other.