

In Geography we can:

Geographical Enquiry

Use correct geographical words to describe a place and the events that happen there.

Physical Geography

Use maps and atlases appropriately by using contents and indexes.

Describe how volcanoes are created.

Describe how earthquakes are created.

Confidently describe physical features in a locality.

Challenge

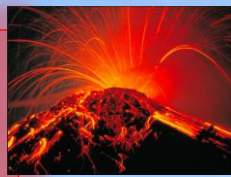
Explain why a locality has certain physical features.

Human Geography

Describe how volcanoes have an impact on people's lives.

Geographical Knowledge

Locate and name some of the world's most famous volcanoes.



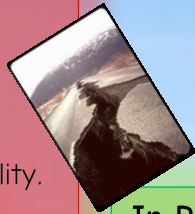
The Oaks Primary School
Bringing Learning to Life

Project Overview

Marvellous Mountains

Y3 Autumn 2

Are all mountains the same?



In P.S.H.E. we can:

Know that everyone has human rights, including children's rights.

Recognise the difference between wants and needs relating to money.

Explore how communities pull together in times of disaster.

Values.

In Computing we can:

Create a power point presentation integrating text, images and sounds imaginatively for different audiences and purposes.

Use search technologies effectively and appreciate how results are selected and ranked.

As thinkers we can:

Thinkers keys – The Different Uses... of different rock types, The Alphabet, What if...?

Key Learning Skills

Collaborating, Empathising, Listening, Planning, Imagining, Investigating, Evaluating, Reflecting

In DT we can:

Design, make and evaluate a model volcano.

Use equipment and tools accurately and safely.

In P.E. we can:

Develop gymnastic skills.



In Science we can:

Work Scientifically

Suggest how to find something out.

Make and record a prediction before testing.

Plan a fair test and explain why it was fair.

Record observations in different ways.

Describe and explain what we have found out using scientific language.

Rocks

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

Describe and explain how different rocks can be useful to use.

Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed.

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.

Challenge

Classify igneous and sedimentary rocks.

Begin to relate the properties of rocks with their uses.



In Art we can:

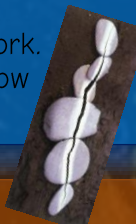
Use the web to research an artist and style of art – Andy Goldsworthy.

Use sketch books to express feelings about environmental art and to describe likes and dislikes.

Make notes in sketch books about techniques used by artists.

Use sketches to produce a final piece of work.

Use different grades of pencil shade, to show different tones and texture.



In Music we can:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments

(Glockenspiel) with increasing accuracy, fluency, control

In English we can:

Write descriptive pieces about natural disasters and disaster stories.

Write summaries of rock types.

Write a story – 'The Pebble in My Pocket'

Write summaries of what they have read.

Read books that are structured in different ways and read for a range of purposes.

Identify themes and conventions in a wide range of books.

Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Predict what might happen from details stated and implied

Retrieve and record information from non-fiction.



In Maths we can:

Calculate the distances in time between volcanic eruptions.

Explore and use the bar method.

