


Topic Name: Earth In Action	Year 3	Term Spring 1	
Focus texts:  Escape from Pompeii by Christina Balit  Boy at the Back of the Class by Onjali Q. Rauf			
English Units: <b>Core Writing Outcomes:</b> <b>Newspaper Reports</b> At the beginning of the term we will be reading <i>Escape from Pompeii</i> . We will then use the text as a basis to write our own newspaper report, reporting on the events of the eruption and exploring the experiences of the people who lived through it. Before writing, we will look at examples of newspaper reports, their key features, and how they are structured. <b>Explanation Texts</b> Year 3 will be writing an explanation text about volcanoes. In addition to using the information they have learnt in Geography, they will carry out their own research. By the end of the topic, they will be able to select the key points from a text, write a clear introduction, main body and conclusion, and include features such as a title, subheadings and diagrams.			
<u>Core reading outcomes</u> <b>Predict events</b> using evidence from the front cover, blurb, and text. <b>Retrieve key information</b> from the text, identifying main events and important details. <b>Sequence events</b> from the story in chronological order using time-related language. <b>Explain the meaning of unfamiliar vocabulary</b> by using context clues, illustrations, and discussion. <b>Use newly learned vocabulary accurately</b> when speaking and writing about the text. <b>Identify the main characters and</b>	<u>Core writing outcomes</u> <b>Write for two clear purposes and audiences:</b> to inform through a <b>newspaper report</b> to explain through an <b>explanation text</b>  <b>Plan writing</b> by orally rehearsing ideas and organising content before writing. <b>Structure a newspaper report</b> appropriately, including: a headline, opening paragraph that introduces the event, paragraphs that organise information logically and a concluding statement.  <b>Present information clearly and objectively</b> in a newspaper report,	<u>Core writing outcomes - Grammar and Vocabulary</u> <b>Use a range of sentence types</b> to support meaning and engage the reader. <b>Write sentences with subordinating clauses</b> , using appropriate subordinating conjunctions (e.g. <i>when, because, while</i> ). <b>Use prepositional phrases</b> to add detail about place and time, including: <i>among, beneath, beside, beyond, by, during, for, like, throughout, until</i> <b>Use Alan Peat “The more, the more” sentences</b> to show cause and effect. <b>Maintain consistent tense</b> (mainly past tense in narrative and newspaper reports). <b>Use inverted commas accurately</b> to punctuate	<u>Core maths outcomes</u> Multiplication and Division B: <b>Step 1</b> Multiples of 10 <b>Step 2</b> Related calculations <b>Step 3</b> Reasoning about multiplication <b>Step 4</b> Multiply a 2-digit number by a 1-digit number - no exchange <b>Step 5</b> Multiply a 2-digit number by a 1-digit number - with exchange <b>Step 6</b> Link multiplication and division <b>Step 7</b> Divide a 2-digit number by a 1-digit number - no exchange <b>Step 8</b> Divide a 2-digit number by a 1-digit number - flexible partitioning <b>Step 9</b> Divide a 2-digit number by a 1-digit number - with remainder <b>Step 10</b> Scaling <b>Step 11</b> How many ways? Length and Perimeter:

<p><b>setting</b>, explaining how the setting influences events.</p> <p><b>Infer characters' feelings, thoughts, and motives</b>, using evidence from the text to justify ideas.</p> <p><b>Explain cause and effect</b> within the narrative (e.g. how the eruption impacts characters' actions).</p> <p><b>Identify and discuss language choices</b> used by the author to create tension and atmosphere.</p> <p><b>Summarise key events</b> from sections of the text orally and in writing.</p> <p><b>Recognise and explain features of non-fiction texts</b>, including newspaper reports and explanation texts, when linked to the events of Pompeii.<b>Make links between fiction and non-fiction</b>, using information from <i>Escape from Pompeii</i> to support understanding of real volcanic events.</p>	<p>maintaining a formal tone.</p> <p><b>Include reported speech</b> in a newspaper report to add detail and authenticity.</p> <p><b>Structure an explanation text</b> using: a clear title, an introduction explaining what is being explained, sequenced paragraphs that explain a process And a concluding sentence.</p> <p><b>Organise ideas into paragraphs</b> around a central theme.</p> <p><b>Use chronological and logical order</b> to guide the reader through events or processes.</p> <p><b>Write sentences that are clear and coherent</b>, so the meaning is easily understood by the reader.</p> <p><b>Draft, reread and edit writing</b> to improve clarity, organisation and meaning.</p>	<p>direct speech in newspaper reports.</p> <p><b>Join ideas within sentences</b> so meaning is clear and relationships between ideas are explicit.</p> <p><b>Understand and explain the meaning of unfamiliar vocabulary</b> encountered in a text.</p> <p><b>Use strategies to work out word meanings</b>, including: context clues, illustrations, discussion and rereading.</p> <p><b>Use topic-specific and technical vocabulary appropriately</b> when writing about Pompeii and volcanoes.</p> <p><b>Select vocabulary carefully</b> to match the purpose and audience of writing (formal language for reports and explanations).</p> <p><b>Use precise verbs and nouns</b> to make writing clear and informative.</p>	<p><b>Step 1</b> Measure in metres and centimetres</p> <p><b>Step 2</b> measure in millimetres</p> <p><b>Step 3</b> Measure in centimetres and millimetres</p> <p><b>Step 4</b> m, cm &amp; mm</p> <p><b>Step 5</b> Equivalent lengths m &amp; cm</p> <p><b>Step 6</b> Equivalent lengths cm &amp; mm</p> <p><b>Step 7</b> Compare Lengths</p> <p><b>Step 8</b> Add lengths</p> <p><b>Step 9</b> Subtract lengths</p> <p><b>Step 10</b> What is perimeter?</p> <p><b>Step 11</b> Measure perimeter</p> <p><b>Step 12</b> Calculate perimeter</p>
<p><b>RE-</b> Children will be completing an Understanding Christianity Unit which considers 'What kind of world did Jesus want? Children will be reading a range of parables and identifying the deeper meaning and discussing how this should impact on the life of Christians today.</p> <p><b>PSHE:</b> In PSHE we will be looking at Computer safety and how to keep ourselves safe</p>	<p><u>Geography</u> In this very exciting topic Year 3 will investigate where and why volcanoes and earthquakes occur. In addition we will look at plate tectonics and the impact of these natural phenomena on humans including why some people choose to live in such areas.</p> <p><u>Computing</u> In computing this term we will be looking at data and information. We will learn what branching databases are and create our</p>	<p><u>Design Technology</u> In DT this term we will be making our own pop up book about volcanoes. We will use a variety of levers and mechanisms to bring our books to life.</p> <p><b>MUSIC:</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p><u>Science</u> <b>Explore forces</b> Friction Plan – friction experiment Investigate – friction experiment</p> <p><b>Magnets</b> Magnets Magnetic and non-magnetic materials Investigate metals North and south poles – attract and repel</p> <p><b>PE</b></p>

<p>online. We will investigate what we should do when we are making friends online and what online bullying is and how we should deal with it. We will also look at sharing images on line and other ways to keep ourselves safe.</p>	<p>very own one too .We will also be looking at online bullying and self image and identity.</p>		<p>-Gymnastics -Tag Rugby</p> <p><b>MFL (FRENCH):</b> In French, the children will be learning the names of common animals in the singular and plural form.</p>
<p>Healthy Lifestyles</p>	<p>Diversity</p>	<p>Speech and Language</p>	<p>Mental Health and Wellbeing</p>