

Creative Curriculum Theme - Tremors

Geography

- Describe and understand geographical features including volcanoes and earthquakes.
- To sequence and explain the features of a physical weather process.

History

- Learn about the impact of natural disasters through history, using stories, diaries and pictures.

Science

- Compare and group different kinds of rocks based on their appearance and properties.

Computing

- Use logical reasoning to explain how a use simple algorithms to create an evacuation route.
- Use search engines effectively to investigate the impact of natural disasters past and present.

Art and Design

- Use a variety of materials to create a collage inspired by Hokusai's woodblock print 'The Great Wave off Kanagawa'

English

Texts: 'The Storm' and 'The Mousehole cat' by Antonia Barber and Nicola Bayley

- Deconstruct how effective descriptions are written, using powerful language to create imagery.
- Use personification to capture the imagination of the reader.
- Vary sentence types with accurate punctuation to engage the reader.
- Develop skimming and scanning skills when reading and learn when to use each to deduce or infer meaning of words.

Maths

- Use skip counting to multiply numbers by 6, 7, 8 and 9.
- Use a formal written method for multiplication of 2 and 3 digit numbers.
- Consolidate our knowledge of multiplication building up a rapid recall of times table facts.
- Identify the correct unit to measure length, mass and volume.

Physical Activity

- Perform dances using a range of movement patterns.
- Swimming and Water Safety.
- Working together in Forest School to create more habitats for wildlife, whilst using tools and keeping safe.

French

- Describe what is in my town and give directions.

Music

- 3B - Develop understanding of aspects of music through: games, singing and playing untuned instruments.
- 3C - Use known notes and notation to play the recorder with increased control. Use musical terminology when discussing pieces.

Staff: Mrs chafer,
Miss Baggott,
Mrs Roberts and Mrs
Baker



Religious Education

- Compare and contrast symbols of worship in the Christian, Islamic and Sikh religions.

Personal, Social, Health Education and Citizenship

Me and My Safety

- Recognise different risks in different situations.
- Decide how to behave responsibly.

Homework

As part of their creative curriculum, we have chosen a number of tasks linked to the children's topic. The children must complete at least one of these tasks but they can complete as many as they like! You can choose how to present your project e.g. photographs, models, written work or pictures. Children can bring homework in at any time to show their teacher and the rest of the class.

With a parent or carer, create your own mini erupting volcano using baking soda and vinegar. Wow! Take photographs to show how you made it.

Imagine you have just survived an earthquake. Write a short story about what happened. Make sure you include factual information such as the earthquake's strength. Use geographical words in your account such as tremor, seismic isolator, aftershock, epicentre.

Find out why people still live close to volcanoes despite the risks. Think about soil, new land, building materials, mineral deposits, hot springs and spas, electricity and tourism. Be ready to share your ideas in class.

Design an earthquake-proof house. How could you prevent the building from collapsing during an earthquake?

Design a poster to show a volcano's main features.

Make sure you label its important parts.

What is the Richter Scale?

Explain how it measures the strength of earthquakes.

Who invented it?

What is the machine called that uses the Richter Scale?

Research a volcanic eruption of your choice (not one you've studied in class)

Include:

- ◆ sketch map to show its location
- ◆ a description of the eruption
- ◆ an explanation of why it erupted
- ◆ details about the eruption's impact (both short and long-term)

Create a project dictionary that explains key volcano vocabulary in your own words.

Reading at home

- Children are responsible for completing Accelerated Reader quizzes in school, when they have finished reading their chosen book.
- Your child should continue to be reading for 10 minutes every evening at home.
- Please read regularly with your child at home to ask questions and discuss the text with them.

Times tables

Times Tables Rock Stars can be accessed at home to support children's learning of multiplication and division facts. Children will also receive a times-tables activity sheet each week which is to be completed independently. Please mark it with them at home and return it to school the following week. In Year 3, our times table day will be **Monday**.