

Year group: Year 3 Term: Spring 1

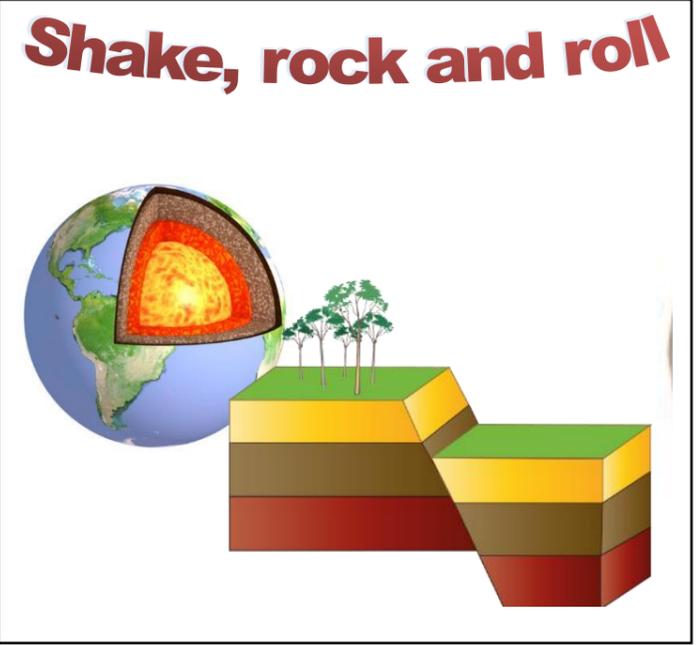
Topic: Shake, rock and roll

Kernow Cluster Topic Overview Sheet  
Objectives



**Opportunities for outdoor learning:**

**Key vocabulary:**  
imprint, fossil, mountain, earthquake, formation, rock, stone, soil, river, volcano, legend, gemstone, diamond, design, microscope, magnifying, , country, traditional, jig/ reel, French musette,



**Opportunities for trips / visitors:**  
Rusey Cliff, RC Museum geology, Eden Project fossil workshop

**PSHE objectives: Dear Diary**

- Comfortable & uncomfortable feelings
- Problems in relationships
- Anti-bullying
- Help and support

**Digital literacy:**

- On line relationships
- Health, well-being and lifestyle

**Whole class texts:**  
Assorted poems, including calligrams

**History objectives: N/A**

**PE objectives: striking and fielding**  
use running, throwing and catching in isolation and in combination; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending; take part in outdoor challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Maths objectives:**

**Number:** Read and write numbers in words; identify, represent and estimate numbers using different representations; Add numbers mentally inc HTU+U, HTU+TU, HTU+HTU; Add numbers with up to 3 digits using formal written method column addition; Solve problems including missing number problems using number facts, place value and more complex +/-; Solve 1 and 2 step word problems; Estimate the answer to a calculation and use inverse to check

**Non- number:** Measurement and time

**English objectives:**  
**shape poetry (calligrams) non-fiction – recount**  
**Spellings:** autumn spellings, Y3/4 words, prefixes, topic words  
**Sentence level:** conjunctions, adverbs, prepositions  
**Text level:** paragraphs to organise group related material, plan, draft, write, evaluate and edit, read aloud

**Geography objectives: Exploring maps and images showing UK rock.**  
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America;

**Music objectives: Learning about rock music**  
Queen, Was Not Was and Shirley Bassey; listen with attention to detail and recall sounds with increasing aural memory; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.

**Science objectives: Rocks**  
compare and group together different kinds of rocks on the basis of their appearance and simple 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

**Languages objectives:**  
listen attentively to spoken language and show understanding by joining in and responding; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*; present ideas and information orally to a range of audiences; appreciate stories, songs, poems and rhymes in the language

**Art objectives: N/A**

**Computing objectives: Embedding our word-processing skills**  
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**RE objectives: Christmas, Judaism, Revelation**

**Christmas:** To explore the language and role of the shepherd in the Christmas story; To consider Jesus' ministry of caring for and living among the poor and marginalised; Understand the symbolism of the crib scene.

**Judaism:** To know that Jesus was a Jew and that he and his followers would have used Jewish prayers. To explore how Jewish people pray. To know why prayer is important to Jewish people

**Revelation:** To understand parts of the mass, especially the Liturgy of the Word and how we should respond; To explore how scripture proclaims how we are saved; To explore and learn from Samuel's response to God; To explore how people recognised how God revealed himself in Jesus.

**Design Technology objectives: N/A**

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**Topic: Shake, rock and roll**

**Skills**

**Links to previous topics:**  
**Big build (Y1)** basic map skills  
**Places (Y1)** addresses  
**Materials (Y2)** properties and uses  
**On the move (Y2)** global world, including continents

**Links to future topics:**  
**Lands End to London (Y4)** comparing 2 UK settlements  
**Ancient Egypt (Y4)** comparing places in the world in different hemispheres  
**Disaster (Y6)** Pompei – why live near a volcano?

**PSHE:**  
 Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.

**Maths skills:**  
 Read Roman numerals, begin to adopt a systematic approach/ suggested model to solve problems, estimate answers to calculations and use inverse operations to check, count from 0 in multiples of 4, 8, 50, 100, Use grid method to represent and solve multiplication problems of 2 digit x 1 digit

**History skills: N/A**

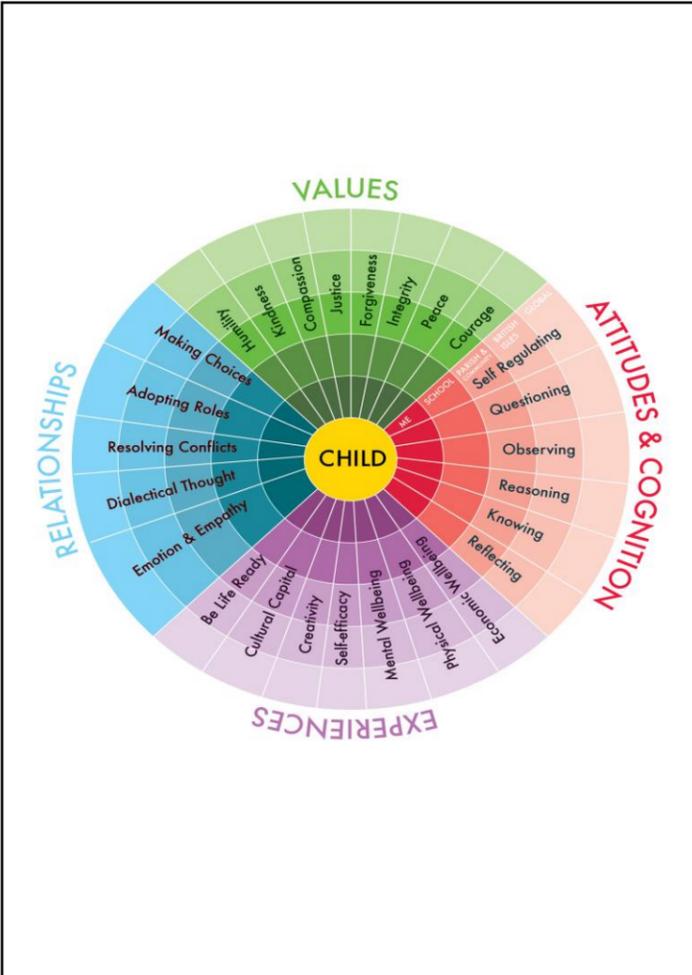
**PE skills:**  
 Use, with increasing accuracy, under arm and over arm throwing and hitting skills. Track, intercept, stop and catch balls and beanbags with consistency. Track balls or other equipment sent to them and anticipate where it is going. Choose a skill that suits the needs of the game and outwits their opponents. Describe simple tactics and skills they can use in games. Become familiar with and begin to apply rules consistently and fairly.

**Geography skills:**  
 Sort, group and compare physical and human features in the local environment, compare localities giving reasons for similarities/ differences, use world maps and atlases, identify a range of geographical features on maps

**Music skills:**  
 Recognise how musical elements are combined and used expressively

**Art skills: N/A**

**Computing skills:**  
 Question the validity of what they see on the internet, use a browser bar, Navigate the Scratch programming environment. Create a background and a sprite for a game. Add inputs to control their sprite. Use conditional statements within the program to control the sprite (if...then..)



**Opportunities for home learning / cultural capital:**

**Set homework:**  
**Make a volcano, contribute poetry books to class collection**

**English skills:**  
 Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words, check text makes sense, discuss meaning of words, use prepositions and adverbial starters, use diagonal/ horizontal strokes to join letters consistently, perform poems aloud, recognise and use similes

**Languages skills:**  
 Ask and respond to simple questions about pictures and what is heard and said, use and increasing range of adjectives

**Design Technology skills: N/A**

**Science skills:**  
 Compare and group different kinds of rocks based on appearance and simple physical properties.

**RE skills:**  
 I can recognise similarities and differences between key features of religions, I can make links between beliefs and sources, including religious stories and sacred texts.