Cecil Road Nursery and Primary School.
Year 3, Term 4

English

In English our two main writing genres will be historical narrative and diary entries.

Writing Genre:	**Diary entry**	**Historical narrative**
Work:	We will be using our knowledge of the story 'Escape from Pompeii to create a fictional diary entry written from the characters perspective.	We will be reading 'Escape from Pompeii' and then we will be writing our own version.
Main skills covered	• Writing in the First Person • Using past tense and perfect present tense • Using ambitious vocabulary • Writing more complex sentences by adding adverbials and conjunctions.	• Using dialogue and correct speech punctuation. • Create own characters for story. • Planning stories with an opening, build-up, problem, resolution and ending • Describing settings and creating atmosphere.
Ways to help at home:	• When speaking with your child about events that have happened in the past remind them to use the past tense.	• When reading at home discuss the characters in the books your child reads. • When reading at home identify dialogue in the books your child reads.

Spelling: This term we will be covering the spelling patterns; Adding -ation to verbs to form nouns, Words with the c sound spelt ch, Words with the sh sound spelled ch and homophones.

Guided Reading: We will be reading a selection of poetry.

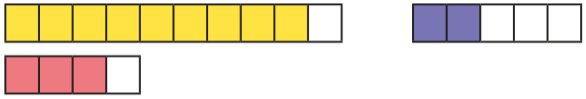
With home reads please also ask your child lots of questions about what they think is going to happen, ask them to sum up what they have read and also ask questions about the characters and setting.

Maths

Fractions

This term, the children will learn to understand that a fraction can be seen as part of a whole and that to find a unit fraction, they divide the whole into equal parts. They then identify the role of the denominator, appreciating that this shows how many equal parts the whole has been divided into. This step explores unit fractions only, with the focus being on the denominator.

What fraction of each bar model is shaded?



How do you know?

Write < or > to compare the fractions.

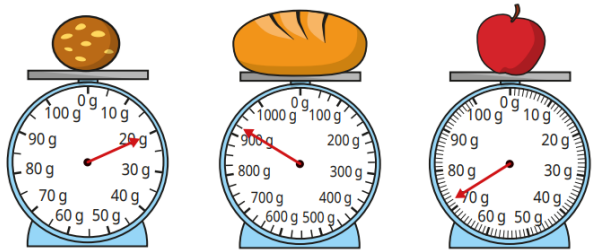
$\frac{3}{10} \bigcirc \frac{7}{10}$ $\frac{5}{6} \bigcirc \frac{4}{6}$ $\frac{0}{5} \bigcirc \frac{3}{5}$

$\frac{8}{9} \bigcirc \frac{1}{9}$ $\frac{5}{23} \bigcirc \frac{1}{23}$ $\frac{5}{7} \bigcirc 1$

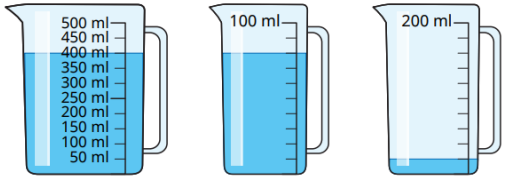
Mass and Capacity

The children will learn to to be able to use and understand scales. This small step provides opportunity for children to become more familiar with using scales to read measurements. By working out what the interval gaps are on a number line, children become more experienced at reading scales in the context of measurement.

What is the mass of each object?



What is the volume of water in each jug?



Geography - Why do people live near volcanoes?

Layers of the earth

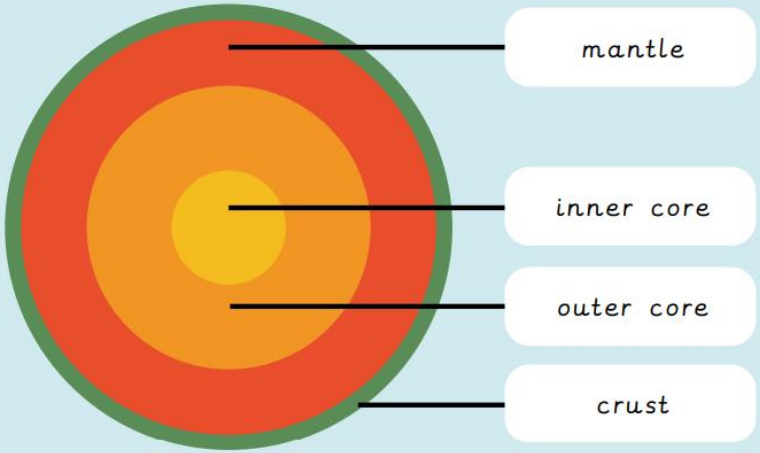
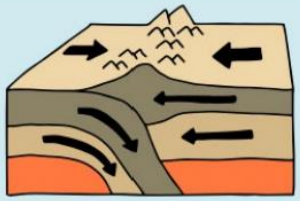


Plate boundaries

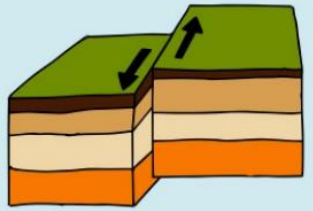


convergent

This is where two tectonic plates meet. The ground can fold up, creating fold mountains.

divergent

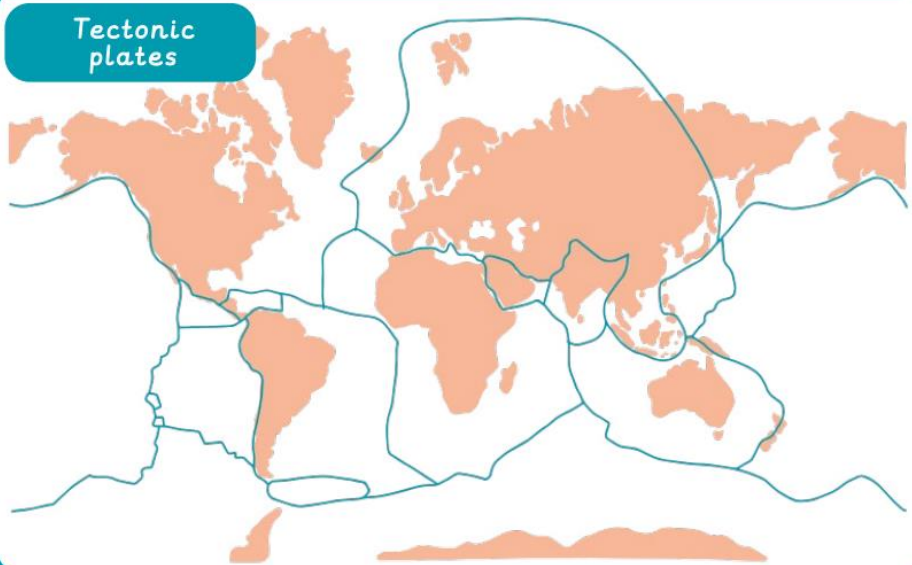
This is where two tectonic plates move apart. Magma can come through the gap, creating a volcanic mountain.



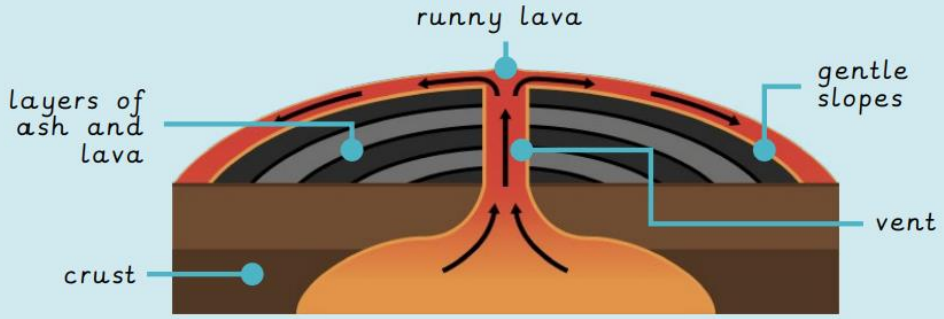
transform

This is where two tectonic plates slide past one another. Cracks in the plates can cause fault-block mountains.

Tectonic plates



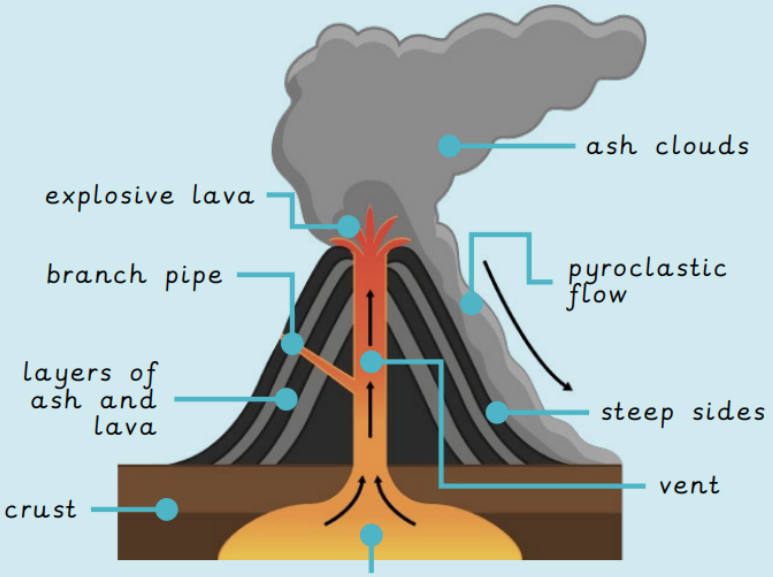
Shield volcano



A less-explosive, gently sloping volcano.

Geography - Why do people live near volcanoes?

Composite volcano



An explosive, steep-sided volcano.

Volcano classification

active

A volcano currently erupting or is likely to erupt soon.

extinct

A volcano that has not erupted in 10,000 years and is not expected to erupt again.

dormant

A volcano that may erupt again but has not erupted for a while.

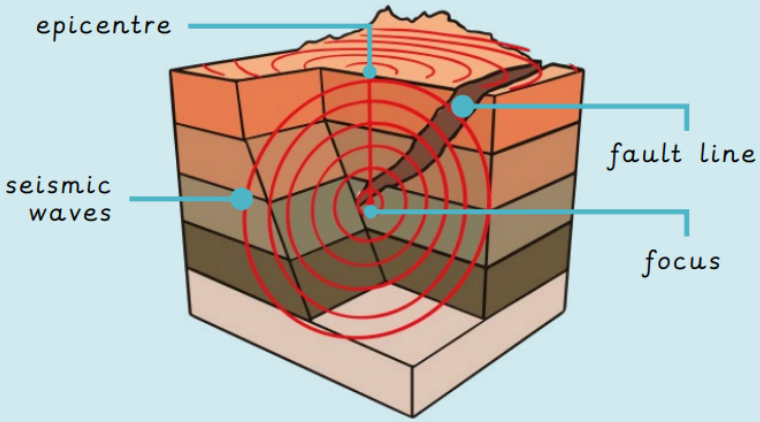
Negative and positive effects of living near a volcano

Negative

- People may be injured or killed.
- Forests and farmland may be destroyed.
- Homes may be destroyed.
- Carbon dioxide emissions contribute to climate change.
- Ash clouds can pollute rivers, killing fish.
- Tsunamis and earthquakes may happen.

Positive

- Rich, fertile soil is created.
- New land is created over time from hardened lava.
- Volcanoes can be beautiful landscapes.
- Hot springs and skin-brightening mud attract tourists.
- Tourism to volcanoes creates jobs.
- Geothermal energy from the steam is environmentally friendly.
- Mining for precious stones and minerals around a volcano creates jobs and provides materials for making jewellery, electronics and other valuable products.

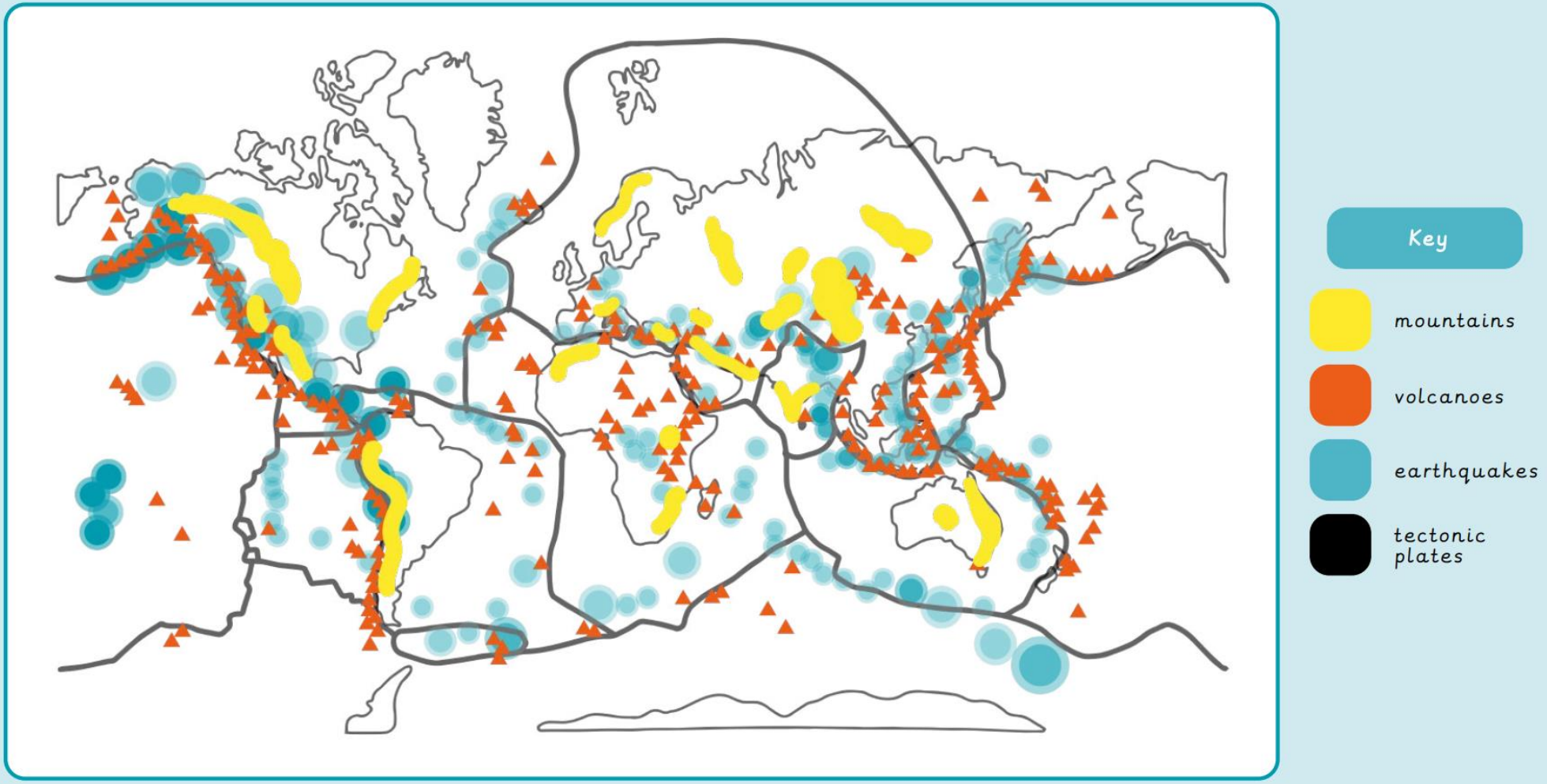


earthquake

A shaking of the ground caused by tectonic plates moving.

Geography - Why do people live near volcanoes?

Map of mountains, volcanoes and earthquakes



D&T - Eating seasonally

Key facts

Fruits and vegetables are full of vitamins, minerals and fibre. The different colours give a clue to what they contain.

Blue and purple: vitamin C and fibre.

Red: vitamin A and vitamin C.

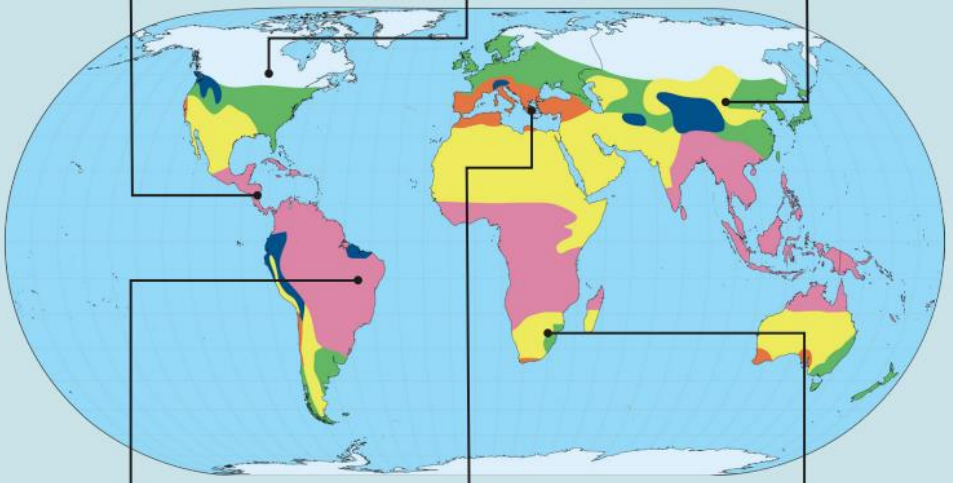
Green: vitamin E, iron, B vitamins and calcium.

Orange and yellow: vitamin A, vitamin C and fibre.

pumpkins from Mexico

soya beans from Canada

plums from China



bananas from Brazil

olives from Greece

watermelons from South Africa

D&T - Eating seasonally

appearance	The way something looks.
climate	The weather conditions that an area usually has.
complementary	Things that go together like colours or flavours.
design	A plan for a recipe or dish.
evaluate	To decide how good something is.
export	Food sold to another country.
import	Food bought from another country.
ingredients	Foods that a recipe is made from.
peel	To remove the skin of fruit or vegetables.
seasonal	Food that grows at a certain time of the year.
temperate	A climate with four seasons like the UK.
texture	The way food feels in your mouth.
weather	The temperature or conditions outside.


cutting


grating


spreading


taste testing

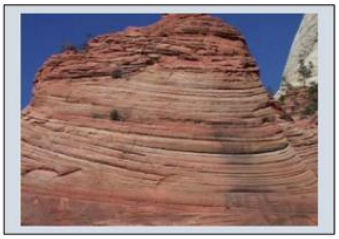

peeling

Y3 – Rocks and Soils

Prior Learning	
1	I have distinguished between an object and the material from which it is made. I have identified and named a variety of everyday materials, including wood, plastic, glass, water and rock. I have described the simple physical properties of a variety of everyday materials. I have compared and grouped together a variety of everyday materials on the basis of their physical properties.
2	I have identified and compared the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I have found out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

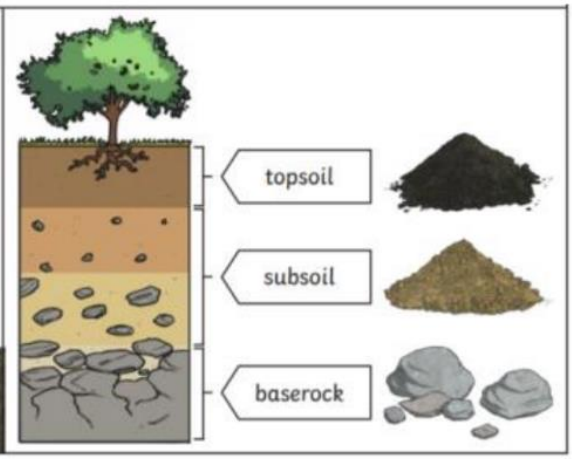
I can	Rocks and Soils – Year 3
Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	
Describe in simple terms how fossils are formed when things that have lived are trapped within rock	
Recognise that soils are made from rocks and organic matter.	

Types of Rock – There are three main types of rocks

IGNEOUS	METAMORPHIC	SEDIMENTARY
Far underground the temperature is so hot, rock melts into a liquid (molten rock). When the liquid is underground it is called magma and it can cool to form igneous rock.	Metamorphic rocks are formed under the surface of the earth from the change (metamorphosis) that occurs under the intense heat and pressure (squeezing).	These rocks form under the sea. Rocks are broken into small pieces by wind and water (erosion). They settle as mud, sand, minerals and even remains of living things. Over time layers build up and the pressure turns this sediment into rock.
		

Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).



Fossils

This is the remains or the impression left by a prehistoric plant or animal embedded in rock.

Key Vocabulary	
Sedimentary	These rocks form under the sea. Rocks are broken into small pieces by wind/water (**erosion**). They settle as mud, sand, minerals and even remains of living things. Over time, layers pile up and the pressure turns this **sediment** into rock. e.g. limestone, chalk, sandstone
Igneous	Far underground, the temperature is so hot, rock melts into a liquid (molten rock). When the liquid is underground it is called '**magma**' and it can cool to form an intrusive rock. When it spills out (volcano), the liquid is called '**lava**' and it cools to form extrusive rock. e.g. obsidian, granite, basalt
Metamorphic	When sedimentary or igneous rock is near magma, it **heats** up and chemicals change in the rock. However, it does not heat up enough to melt it. As it cools it becomes metamorphic rock. e.g. marble, quartzite, slate
Minerals	Minerals. make up Earth's rocks, sands, and soils. They are found on Earth's surface as well as deep underground. Minerals are inorganic substances, meaning that they do not come from an animal or a plant. e.g. Calcite, feldspar, topaz, diamond, talc, corundum
hard / soft	Some rocks need to be cut or split with tools because they are so hard (e.g. granite) but others are soft and can be moulded (e.g. clay).
permeable / impermeable	Permeable rocks allow water to pass through (e.g. pumice) but impermeable rocks do not let water pass through (e.g. marble)
durable	Rocks which are resistant to erosion last longer and are more durable. Buildings are often made with these (e.g. limestone)
pressure	Force pushing on something else
erosion	Process by which rocks are broken into smaller pieces by wind and water
deposition	Process when sediments are deposited, or dropped off, in a different location.
melt	process that occurs when a solid changes into a liquid after heat is applied to it.
solidify	Process when liquid becomes a solid
crystals	Solids with a symmetrical arrangement of faces, usually bright and clear. Often formed naturally when liquids cool
plates	the earth's crust is broken up into pieces called plates, which are giant pieces of rock that float on top of a constantly moving, semi-liquid layer called the mantle.
volcanoes	A volcano is **a type of mountain that caves downwards to a pool of molten rock, which is below the Earth's surface**.
mountains	A mountain is a landform that is much higher than the land around it. Mountains are steeper than hills and are formed when tectonic plates on the Earth's crust push together to force the ground upwards where they meet.