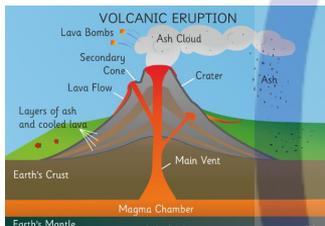
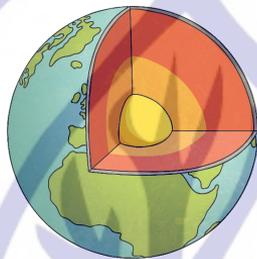




# Year 3 Geography - Spring Term 1: Volcanoes

## 1. What are the four layers of Earth's structure?

The Earth is made of four different layers: the inner core, outer core, the mantle and the crust.



## 3. What is a volcano?

A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape.

**Status:** dormant, active or extinct. **Types:** shield, stratovolcano, cinder cone and lava dome.

**Volcanic eruptions:** effusive and explosive.

## 2. What is the Ring of Fire?

The Ring of Fire refers to a large number of volcanoes which are formed on tectonic plate boundaries.



How do volcanoes shape our planet?

## 4. What are the features of volcanoes and why do they erupt?

Features of volcanoes include the: ash cloud, crater, magma chamber, lava flow, main vent and conduit. Volcanoes erupt when molten rock called magma rises to the surface.

## 5. What impact can volcanoes have?

Volcanic eruptions are known as natural disasters. They can destroy habitats, homes and businesses and can change the landscape.



active	conduit	core	crust	dormant	erupt
extinct	lava	magma	mantle	tectonic plates	vent



# Year 3 History - Spring Term 2: Through The Ages



## 1. When did the earliest humans arrive in Britain?

Most historians believe there were different groups of early humans. **Homo sapiens** came to Britain around 40,000 years ago, then returned after the most recent Ice Age around 12,000 years ago.



## 2. What types of evidence tell us what the Palaeolithic period was like?

Historians use stone tools, ancient footprints and bones as **evidence** to help us understand what the **Palaeolithic** period was like.



## 3. What was Mesolithic life like?

**Mesolithic** people, like **Cheddar Man**, hunted wild animals, fished and gathered wild plants, likely moving camp **settlements** in different seasons.



## How did life develop through the ages?



## 4. What can Skara Brae tell us about the Neolithic period?

**Neolithic** people invented new tools like polished axes for farming and pottery for storing food. They also learned to grow crops and keep animals, which meant they could **settle** in one place.



## 5. How did bronze change life in Britain?

**Bronze** was harder, longer lasting and could be made sharper than wood or stone tools so larger areas of wildwood could be cleared for farming. A surplus of crops could be traded or stored. Populations grew as the land could support more people, who were needed for increased farming.



## 6. How did the Iron Age compare to the Bronze Age?

**Settlements** were different but roundhouses occurred in both; farming tools were used in both but were more effective in the Iron Age. Art styles changed but metalworking was important in both periods. Conflict between groups of people became more common in the **Iron Age** as tribes developed.

Bronze Age	Cheddar Man	evidence	Homo sapiens	Iron Age	Mesolithic
Neolithic	Palaeolithic	prehistoric	settlements	Stone Age	Stonehenge



# Year 3 Science - Spring Term 1: Rocks



## 1. What does classify mean?

Rocks can be **classified** by their appearance and **properties**.

### TYPES OF ROCKS

IGNEOUS		SEDIMENTARY		METAMORPHIC	
 Granite	 Scoria	 Sandstone	 Limestone	 Marble	 Slate
 Pumice	 Obsidian	 Shale	 Conglomerate	 Gypsum	 Quartzite
				 Gneiss	



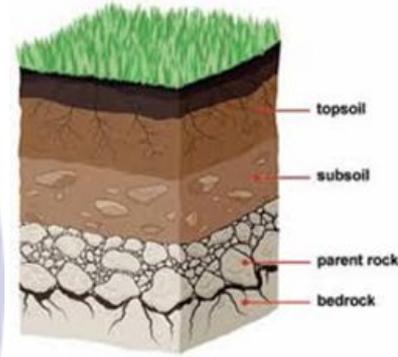
## 3. How are fossils formed?

**Fossils** form over millions of years and are the remains of a once-living organism, **preserved** as rock.

How are rocks used in our everyday lives?

## 4. What are the four layers in a soil profile?

**Soils** are made from tiny pieces of **eroded** rock, air and **organic** matter. There are a variety of naturally occurring soils.



## 2. What are the three different types of rock?

There are three different rock types: **sedimentary**, **igneous** and **metamorphic**

## 5. How is rock used?

Different types of **rock** can be found in a variety of different everyday uses.

<b>Classify</b>	<b>Sedimentary</b>	<b>Metamorphic</b>	<b>Preserved</b>	<b>Eroded</b>	<b>Rock</b>
<b>Properties</b>	<b>Igneous</b>	<b>Fossils</b>	<b>Soils</b>	<b>Organic</b>	<b>Compare</b>



# Year 3 Science - Spring Term 2: Forces and Magnets



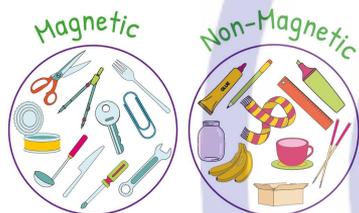
## 1. How do forces move objects?

Objects will not move unless a **push or pull force** is applied. Push and pull forces work together. Some forces can have direct **contact** which means that the objects touch.

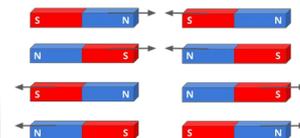


## 2. What is magnetism?

**Magnetism** is a **non-contact** force. Magnets have two poles (north and south) and that opposite **poles attract** each other, while like poles **repel** each other



How can we 'feel the force'?



## 3. Are all materials magnetic?

Some materials have magnetic properties. **Magnetic materials are attracted to magnets**. All magnetic materials are metals but not all metals are magnetic. Iron and steel are magnetic metals. It is possible to plan an investigation to prove this.

## 4. Can I conduct a fair test?

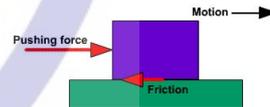
A **fair test** includes:

- aim
- equipment
- method
- a conclusion can be made from the results of an experiment.



## 5. What is friction?

**Friction** is a **contact force** and can result in resistance as one surface moves against another.



force	non-contact	magnetism	south pole	repel	resistance
contact	magnet	north pole	attract	investigation	friction



# Year 3 Religious Education – Spring Term 1: Christianity



## 1. What does 'miracle' mean?

A miracle is something that is unexpected and unexplainable.



## 2. What is one of the miracles performed by Jesus?

The Bible tells us that Jesus performed many miracles including the Healing of the Blind Man.



## 3. Why do Christians believe in miracles?

Christians believe in miracles because they feel that Jesus is the incarnation of God on Earth.

Could Jesus heal people?

## 4. Could Jesus really heal people?

Were Jesus' miracles really miracles or is there another explanation?



## 6. What would the world be like if I could perform a miracle?

Lots of people wish they had the power to 'perform' a miracle to make the world a better place.

## 5. Are there any modern-day miracle makers?

Some extraordinary people on Earth may be considered to be 'miracle-makers' for the work they have done.



Jesus	paralysed	heal	Christian	modern-day	incarnation
miracle	blind	Bible	New Testament	belief	God



# Year 3 Religious Education – Spring Term 2: Christianity



## 1. How do we 'save the day'?

'Saving the day' means when someone rescues a situation that might have gone wrong.



## 4. What is the significance of Jesus' death?

Christians believe that **Jesus' death was part of God's plan** to show that they could be forgiven and 'start afresh'.

## 2. What happened before Jesus' crucifixion?

There was a sequence of events before Jesus was crucified on the cross and each one is remembered by Christians. One of these is the **Last Supper on Maundy Thursday**.

What is 'good' about Good Friday?

## 5. Why did God sacrifice Jesus?

Christians believe that **God willingly sacrificed his son Jesus to 'rescue' them** and came back to life again to prove they will also have life in Heaven when they die.

## 3. How was Jesus greeted in Jerusalem?

**Palm Sunday** is a week before Easter and celebrates Jesus' arrival into Jerusalem. **Good Friday** marks Jesus' crucifixion on the cross.



## 6. How do I thank people who have helped me?

I can show my **gratitude** to those who have helped 'save the day' in my life.

Easter	Palm Sunday	Good Friday	Heaven	gratitude	disciples
crucified	Maundy Thursday	sacrifice	Christians	salvation	Jerusalem



# Year 3 Design & Technology - Spring Term 1: Slipper Making

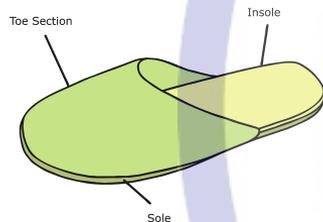


## 1. Why do we wear slippers?

**Comfort:** Slippers keep our feet warm and cozy, especially on cold floors.

**Hygiene:** They protect our feet from dirt and germs indoors.

**Relaxation:** Slippers signal a time to relax and unwind.



## 2. What are the design criteria for slippers?

**Comfort:** Soft materials, good fit, and cushioning.

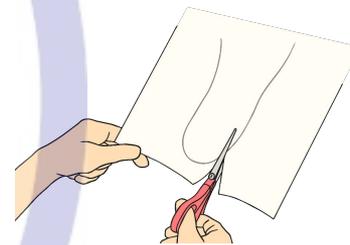
**Warmth:** Insulation and coverage depend on the climate and personal preference. **Durability:** Sturdy seams and soles ensure the slippers last.

**Aesthetics:** Colours, patterns, and decorations can reflect personal style.

## 3. Why is it important to consider the target audience?

By considering the target audience, you can design slippers that meet their specific needs and preferences, leading to greater customer satisfaction and sales.

## What makes an effective slipper?



## 4. How can materials be joined together?

Materials can be joined by pinning, gluing or sewing.



## 5. What decorations improve the aesthetics of a design?

Decorations include: buttons, beads, sequins, ribbon or lace.



## 6. Why is evaluating so important?

Evaluating is an opportunity to see what could be improved or what could be done differently next time.

aesthetics	audience	comfort	cushioning	design criteria	durability
evaluating	hygiene	materials	patterns	preferences	stitch



# Year 3 Art & Design – Spring Term 2: Ammonite



## 1. How can sketching prepare for a final piece of work?

Nature and natural forms can be used as a starting point for creating artwork in a variety of media. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.



## 2. What is a motif?

A motif is a symbol or shape used in printmaking. A motif can be a simplified version of a more complex object, such as a flower or shell.



Should an ammonite created in art be a realistic representation?

## 3. How do I make a printing block?

Motifs can be printed. To do this, a printing block needs to be made.



## 4. How do I make an ink print?

Two-colour prints can be made by creating a full print then cutting away areas of the printing block before printing again.



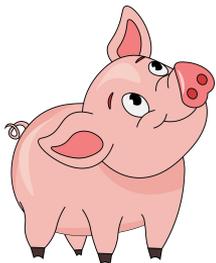
## 5. How do I make a two-colour print ?

Two-colour prints can be made by creating a full print then cutting away areas of the printing block before printing again.

ammonite	sketching	cross hatching	shading	motif	block
media	hatching	texture	tone	print	evaluate



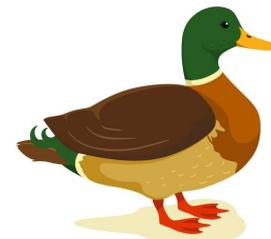
# Year 3 French – Spring Term: Animals



## Key Vocabulary

Un	“A” (masculine)
Une	“A” (feminine)
Je suis	I am

Un cochon	A pig
Un canard	A duck
Un lion	A lion
Un singe	A monkey
Un oiseau	A bird
Une souris	A mouse
Un lapin	A rabbit
Une vache	A cow
Un cheval	A horse





# Year 3 Music – Spring Term: Three Little Birds



Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

## I. Listen and Appraise

**Structure:** : Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

**Instruments/Voices:** : Bass, drums, electric guitar, keyboard, organ, male and backing vocals

**Find the pulse:** Dance, clap, sway, march, be an animal or a pop star.

**Themes:** Reggae

## What is Reggae music like?

## 3. Perform and Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

## 2. Musical Activities

**Singing:** In unison

**Play instrumental parts** : with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

**Improvise** : using up to 3 notes – C, D + E. Bronze: C | Silver: C + D | Gold: C, D + E challenge. *Which challenge did you get to?*

**Compose:** e a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

bass	chorus	compose	drums	dynamics	electric guitar
improvise	melody	pitch	pulse	reggae	verse



# Year 3 Computing – Spring Term I: Desktop Publishing



## 1. Why are text and images important?

**Text** and **images** are used to convey important information.



What are the benefits of desktop publishing?

## 2. How can text and layout be edited?

Text and **layout** can be **edited** to change the **appearance** of a document.



## 3. How can templates be used?

**Content** can be added to **templates** for different purposes.

## 4. What is copy and paste?

**Copy** and **paste** allows users to move information from one document to another.

## 5. Why are layout choices important?

Layout choices can suit different **purposes**.

Text	Layout	Appearance	Templates	Paste	Desktop
Images	Edited	Content	Copy	Purpose	Publishing





# Year 3 Physical Education – Spring Term: Dance



1. Dynamics in music can inspire movement choices.

2. Visual stimuli can inspire dance phrases.

3. More than one dance phrase can be combined together to create a routine within a group.



How can the environment inspire dance?

4. Movement in nature can be replicated through movement in dance.

5. Shape and formation should be considered when creating a routine.

6. Beginnings and endings set the tone of a dance routine.

movement	replicate	stimuli	sequence	shape	rhythm
dynamic	visual	dance phrase	routine	formation	tension



# Year 3 Physical Education – Spring Term 1: Gymnastics



## 1. Balancing with a bean bag

Controlled  
Stable body  
Creative



## 2. Frog headstand

Head and hands in triangle shape on the floor  
Straight back  
Knees connect with elbows

## 3. Headstand

Head and hands in triangle shape on the floor  
Straight back and legs in the air  
Balanced



What qualities make a good sequence performance?



## 4. Transferring weight from hands to feet

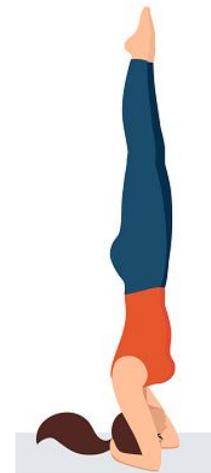
Hands flat on the floor  
Distribute weight evenly  
Balanced

## 5. Counter balance with a partner

Evenly balanced  
Controlled  
Hold for five seconds

## 6. Sequence performance

4 or 5 movements  
Counter balance  
Individual balance



balance	stable	weight transfer	hold	sequence	distribute
control	headstand	counter balance	tension	movement	creative



# Year 3 Physical Education – Spring Term: Hockey



## 1. Dribbling with control

Ball and stick in front of body  
Ball on stick  
Bent knees

## 2. Dribbling with speed

Ball on stick  
Ball and stick in front of body, at 2 o'clock  
**position**  
Head up



## 3. Push pass

Ball on stick at all times  
Stand **sideways** to the ball  
Feet either side of ball, so ball starts in the middle

## Receiving

Stick flat on floor  
Move feet so ball stopped on stick  
**Cushion** ball so that it is controlled



## 4. Finding Space

Move into space after **passing**  
Take **defenders** away in order to create space



What skills, rules and tactics are used in hockey?

## 5. Performing a push pass on the move

Stick on ball  
Ball at 3 o'clock to body  
Bend knees

## Overcoming pressure from a defender

Create **space** in order for peers to pass the ball  
Pass the ball **square** and **straight**



## 6. Group work

**Communicate**  
Positive  
Areas of improvement

communicate	control	cushion	defender	dribbling	pass
position	pressure	receiving	space	square	straight



# Year 3 Physical Education – Spring Term: Football



## 1. Identifying space

Head up to look around the area  
Move towards **space**



## Move ball with feet (dribbling)

Use soft touches on the ball  
Keep the ball close to you  
Use different **surfaces** of the foot

## 2. Control the ball when turning

Identify space to turn into  
Have small **touches** of the ball prior to turning  
Bend knees and keep body low when turning



## 3. Outwit an opponent

Vary the type of touch  
Vary the speed  
Change the **direction** of the ball

What skills, rules and tactics are used in football?

## 6. Working as a team

Encourage throughout  
Be **positive** and supportive  
Listen to others  
Provide constructive criticism

## 4. Striking a ball

Non-kicking foot by side of the ball  
Lock ankle of striking foot  
**Strike** centre of the ball  
Head and knee over the ball



## 5. Sending ball with feet (passing)

Focus on and face target  
Non-kicking foot by side of ball  
Lock ankle and strike centre of the ball



## 5. Receiving a ball

**Track** the ball (with eyes)  
Move in line with the ball  
top ball from moving past you



control	direction	dribbling	opponent	outwit	passing
positive	receiving	space	striking	surfaces	track



# Year 3 Curriculum For Life – Spring Term I: Citizenship

## 1. What are rights?

Rights are freedoms protected by laws. There are specific **rights for children.**



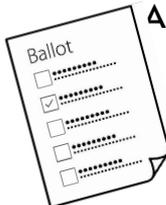
## 2. What is the law?

The **law** is a set of rules for everyone to follow.



## 3. What is a general election?

A general **election** allows people to **vote** for who they want to lead the country.



## 4. Why is society important?

There are many benefits to living in a **society.**



## 5. How can we protect local habitats?

Protecting local **habitats** is important.



<b>citizenship</b>	Being a responsible member of a society.
<b>habitat</b>	The natural environment or home of something.
<b>identity</b>	A person's sense of self.
<b>law</b>	The system of rules that a community follows.
<b>protect</b>	To keep safe from harm or injury.
<b>rights</b>	Freedoms that are protected by laws.
<b>society</b>	People that share the same laws, rights and resources.
<b>vote</b>	Your official choice based on a specific question.

**Getting Help** – If you are worried about anything, talk to a trusted adult.  
**Childline** [www.childline.org](http://www.childline.org) 0800 1111 Calls DO NOT show on the phone bill



# Year 3 Curriculum For Life - Spring Term 2: Health & Wellbeing



## 1. What do I do in an emergency?

It is important to keep yourself safe in the event of an emergency.



## 3. What happens when we grow up?

Physical changes and the development of different skills are part of growing up.



## 4. Why is hygiene important?

As we grow older we need to take more responsibility for our personal hygiene.

## 2. How can we stay safe around medicines and household products?

It is important to read the label on medicines and household products.



<b>development</b>	How something changes over time.
<b>emergency</b>	A serious, unexpected and dangerous situation.
<b>hygiene</b>	The way we care for our bodies.
<b>medicines</b>	A substance that helps treat disease or illness.
<b>personal</b>	Relating to ourselves.
<b>physical</b>	Relating to the body.
<b>reputation</b>	The opinion other people have about you.

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