



Year 3

Autumn first half 2019



Dorset Rocks!



## Science

### Rock detectives

#### What different types of rock are there?

Explore first hand a variety of rocks and identify some of their observable properties. Describe and compare observable properties.

#### Which rock is which?

Use a key to sort rocks according to their properties, identifying questions that they might ask to help identify rocks.

#### How are rocks used around our school?

Identify where and how rocks are used in local environment. Explain why properties make rocks suited to the job that they are doing.

#### Are all rocks as hard as one another?

Investigate the hardness of a variety of rocks and make comparisons. Understand 'hardness' as a property of rocks.

#### Are all rocks waterproof?

Test whether rocks absorb water or not. Suggest why rocks being 'waterproof' might be useful.

#### Which rocks make the best building materials?

The Three Little Pigs!

#### How do rocks change over time?

Visit local churchyard to experience first-hand changes to rocks over time. Find examples of worn rock surfaces.

#### How is soil made?

Explore soils, making the link between soils and rocks they are made from. Carrying on from lesson on how rocks change over time. Describe properties of soils.

#### Why do some soils hold water?

Test soils to see whether they let water in at the same rate. Make comparisons and draw conclusions based on

## Spiritual, Moral, Social and Cultural

### R.E. Creation ~ spiritual, moral, social and cultural

Children gain an appreciation and understanding of Genesis story.

Recognise good and evil and how sin can shape the world we live in and our own lives.

Time to reflect on our current position on the earth. Link with current refugee issues.

### Literacy Narrative ~ moral

Explore moral dilemma of being a true friend.

### Topic ~ social and cultural

Use imagination to understand other people's experiences.

Talk about their opinions and views on issues that affect themselves and society.

## British Values

Explore what mutual respect means and looks like.

Reflect on what being special means.

Understand how to feel and be safe and treat others respectfully.

Reflect on school values and how these relate to expectations of own and others behaviour.

## Literacy

### Narrative- Adventure and mystery

Read, 'Can you Catch a Mermaid?' Identify theme, setting and characters.

Ask children what they think the theme of this story is? It is about the friendship between Freya and Eliza; the mystery is that Freya is actually a mermaid and the adventure happens when they meet!

Explore moral dilemma faced by Eliza, when she wants her friend to stay but knows by keeping her near she is harming her. Children express and justify their judgements and demonstrate empathy for the characters.

Analysis language use and connectives to signal time, place or sequence. Explore different types of sentence and the effect of varying sentence length. Recount incidents from the story in a different way, for example in a conversation between two characters in a letter.

Plan and write an adventure, mystery story divided into paragraphs. Identify a problem, events and resolution and use settings and characters.

## Humanities

### How and why is our local area changing?

Identify, describe and give reasons for why environments

observations. Transfer understanding of soil drainage to the context of a real world problem.

### **What is a fossil anyway?**

Explore first hand fossils; find out (research) how they are formed.

### **How are fossils formed?**

Create storyboards to explain how fossils are formed, describing stages and timescales involved in fossilisation process, link living creatures, plants or other remains from the past to the fossil evidence they see today.

### **Where and how are fossils found?**

Find out how fossils are found and how they can be safely collected. Fossil Fanatics Fact File.

### **Who was Mary Anning and how did she become a famous fossil hunter?**

Learn about the life and work of Mary Anning, famous Victorian fossil hunter.

## **R.E.**

### Creation

#### What is creation?

Recap main points of creation story.

God created light from darkness, the sun and the moon, plants and animals, Adam and Eve.

God created a perfect world.

Ask the children what creation means to them.

#### Anne House ~ Creation

Think about the amazing things in this world.

Ask children to look closely at the picture and explain what they can see. Why do they think the artist used these colours, images? What was she trying to say?

Repeat idea that creation was God creating a perfect world. Ask children to create their own images based on

Election for Pupil Governors and other leadership roles.

Exploration in how we protect children's rights and responsibilities.

Exploration of stereotypes.

## **Art/ Design technology**

### Patterns in the Sea - linked with Literacy, Topic and R.E

- Look at a variety of artist including Van Gogh, Monet, O'Keefe and Morris and find descriptive words to describe patterns made/colours used in the art.
- Pupils will design a range of patterns based on the work "Sea from Above".
- Pencil sketch shells in the style of O'Keefe
- Etch shell shapes and print make patterns

### Fossils – linked with topic and Literacy

Collect shells and press shells into clay tiles to make fossil like impressions.

- Create a tile inspired by seascape and "Can you Catch a Mermaid?" literacy scheme.

change.

Explain with some examples how some environmental change maybe the result of natural events whilst other changes maybe the result of deliberate human activity.

Visit Charmouth Heritage Coastal Centre on an educational visit and observe the local area, its beauty, the land including seascape and fossils. (link with science).

Pupils are encouraged to participate in a debate – 'What makes an area attractive?' linked to the quality of the environment in our local area. Think deeply about the quality of living in our area and beyond, linking this with God's creation.

Demonstrate understanding of how and why different environments change by summarising and synthesizing information found, explaining the cause and effect of such changes by making links to the local area.

creation. Write explanations of their thoughts, ideas.

Read versions of Genesis story

L.I. Read different versions of creation story.

Understand- 'The Fall.'

God made a perfect world. He made man in his image.

Adam and Eve disobeyed God. This is a pivotal point in the story, a change from the perfect world.

S.C. I can retell a version of Genesis story recognising, 'The Fall,' and the change from the perfect world.

Anne House ~ The Fall

Recognise, 'The Fall,' and how it is a pivotal issue in the creation story.

Look at painting and ask why the artist chose colours and image. Compare the two paintings. Ask children to create their own artwork to represent, 'The Fall.'

4<sup>th</sup> Commandment

What does it mean to sin?

Day of rest, discuss how shops used to be closed on Sundays.

Think about sin. What is sin? How have humans sinned?

How have we sinned? Have the children ever had to apologise? How did it feel?

Think about how Adam and Eve sinned and what happened because of this.

Assessment

I can remember the creation story.

I understand what The Fall was.

I know what it means to sin.

I know how Adam and Eve sinned and what happened because of this.

