

Our Doorway
into...



Perfect
Planet!



Falconhurst School Spring 2020

Year Group: Three

Pathway: Can I survive a natural
disaster?



THE HOME-SCHOOL



CONNECTION

On Thursday 2nd
April at 2.30pm,
it would be great
to have you join
us in the
classroom to take
a look at what we
have been learning
and spend a little
time reading with
your child.



As Geographers we will:

- Explore the aspects of physical geography, particularly looking at natural disasters.
- Describe and understand volcanoes and earthquakes.
- Learn about mountains and rivers, climate zones and biomes.
- Compare and group different types of rocks based upon their properties and appearance.

Our Drivers for Learning and
Success are:

Possibilities

To help us build aspiration for our futures through enquiry, enterprise and an appreciation of diversity we will:

Learn about the incredible variety of our physical geography around the world and its impact. We will explore the knowledge and skills required by professions such as geologists, geographers, journalists and linguists as well as many more.

Knowledge of the World

To develop a sense of cultural capital that helps us to recognize, understand, value and learn from the world around us so that we are ambitious for our future, we will:

Learn about the physical geography of the world, paying particular attention to those areas most at risk of natural disasters and the impact these can have on the human and natural world.

Well-Being

To embed our healthy physical, emotional and mental well-being that builds our resilience and keeps us safe, we will:

We will continue our focus on building healthy relationships and healthy lives, with a keen focus on establishing responsible and safe online usage in preparation for an advanced technological society.

	New Knowledge and Skills	Build on our Prior Knowledge and Skills	Vocabulary		Home Links
<p>As Writers we will</p> 	<ul style="list-style-type: none"> Continue to build the children's confidence with basic and more advanced punctuation. Build awareness of descriptive features such as expanded nouns phrases and fronted adverbials to increase the effect and detail of their writing. To expand the children's vocabulary. Understand the features of non-chronological reports such as newspaper articles, using these to help plan, draft and write their work. 	<ul style="list-style-type: none"> Children will already have an introductory understanding of some of the punctuation and features such as the use of adjectives to create expanded noun phrases. 	noun verb adjective adverb exclamation mark question mark full stop capital letter fronted adverbial	expanded noun phrase preposition comma apostrophes for contraction and possession paragraphs adverbial	<p>https://www.theschoolrun.com/</p> <p>https://www.bbc.co.uk/bitesize/levels/zbr9wmn</p> <p>https://www.topmarks.co.uk/</p>
<p>As Scientists we will</p> 	<ul style="list-style-type: none"> 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. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> Children will have compared rock to other materials and what it can be used for. 	appearance physical properties hard soft shiny dull rough smooth lava	magma absorbent fossils sedimentary igneous metamorphic soils organic matter grains crystals	<p>To play games, read articles and get ideas for your own experiments visit: www.wowscience.co.uk</p> <p>https://scratch.mit.edu/</p>
<p>As Computer Experts we will</p>	<ul style="list-style-type: none"> Design, write and debug programs that accomplish a goal. Use sequencing, selection and repetition in programs. Work with variables and various forms of input and output. Understand what is an algorithm, how they work and how to detect and correct errors in them. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Understand and appreciate the need to use technology safely and responsibly. 	<ul style="list-style-type: none"> Children will have begun to understand basic programming using some functions in Scratch. They will have some awareness of sequencing actions to control a sprite. 	algorithm sequence selection repetition design debug write variable input output	search technology rank evaluation report concern content contact	<p>https://code.org/</p> <p>https://beinternetlegends.withgoogle.com/en_uk</p> <p>https://www.bbc.co.uk/bitesize/levels/zbr9wmn</p>
<p>As Mathematicians we will:</p>	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Use mental methods and written methods to calculate multiplication and division problems. Solving maths problems involving money. Interpreting and presenting data using bar charts, pictograms and tables. 	Children will have already encountered: <ul style="list-style-type: none"> 2, 5 and 10 times tables. x and ÷ symbols sides and symmetry of shapes. Tally charts, simple pictograms and tables. 	recall multiply lots of divide parts share money pounds pence bar chart pictogram	shapes properties angles horizontal vertical perpendicular parallel 2D 3D orientation turn	<p>https://www.topmarks.co.uk/</p> <p>https://mathsframe.co.uk/en/resources/category/22/most-popular</p> <p>http://www.primaryresources.co.uk/maths/mathsD1.htm</p>