

Active Earth



THE BIG IDEA

We will begin our transition from The Romans to active earth by reading and acting out the story "Escape from Pompeii". This beautifully written and illustrated book follows a Roman boy who tells the story of what happens in the city of Pompeii when Mount Vesuvius erupts in AD79. We will then move on to exploring active volcanos in our world today. We will make our own volcanos in science and spend time finding out about the geology of rocks, soils and fossils. We will link this into our local area by going on a wellie walk around Old Heathfield looking out of different rocks and fossils. This walk will also tie in with map reading and orienteering.

OUTDOOR LEARNING

In Outdoor Learning we will be learning orienteering skills and following an outdoor adventure unit. Our outdoor art project will focus on sculpture based on Andy Goldsworthy.

We will dig over our allotment ready for winter and plant some root crops such as carrots and turnips.

RELIGIOUS EDUCATION

In RE we will be learning about Christianity, focusing on symbolism in art and how this can help us to understand Christmas, and exploring what Jesus might think of Christmas today.

In Geography we will be:

- Finding out about the earth and its different layers from the core to the mantle.
- Understanding the causes of volcanoes and earthquakes.
- Thinking about regional and world comparisons (UK, EU, Americas) and the problems this can cause.

In Art and DT we will be:

- Making outdoor sculptures inspired by Andy Goldsworthy.
- Use wellie walk to gather materials for sculpture making in outdoor learning.
- Exploring washes, brush sizes and textural effects, using large pieces of lining paper in the hall. (Bernard Frize team painting)
- Mixing secondary colours.

PERSONAL SOCIAL HEALTH & ECONOMIC EDUCATION

In PSHE we will follow the East Sussex Scheme of Work for Year 3 and 4. This term's work focuses on "Getting On and Falling Out". We will be partaking in Anti-bullying week (Make a Noise About Bullying) which runs from Nov 16th-20th.

Curriculum Risk Assessments

- Wellie walk
- Weekly outdoor learning projects
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In **Computing** we will be:

- Collecting data about rocks from a variety of sources and presenting this as graphs, pictograms and branching databases.

In **Games** we will be

- Developing throwing, marking and shooting skills in netball
- Learning skills of balance, co-ordination and co-operation through dance.

Music is being taught by a music specialist

- Developing singing skills
- Developing rhythm and beat skills
- Listening to music which we will hear live at our concert, including "In the Hall of the Mountain King" (Grieg), and Peter and the Wolf (Prokofiev)

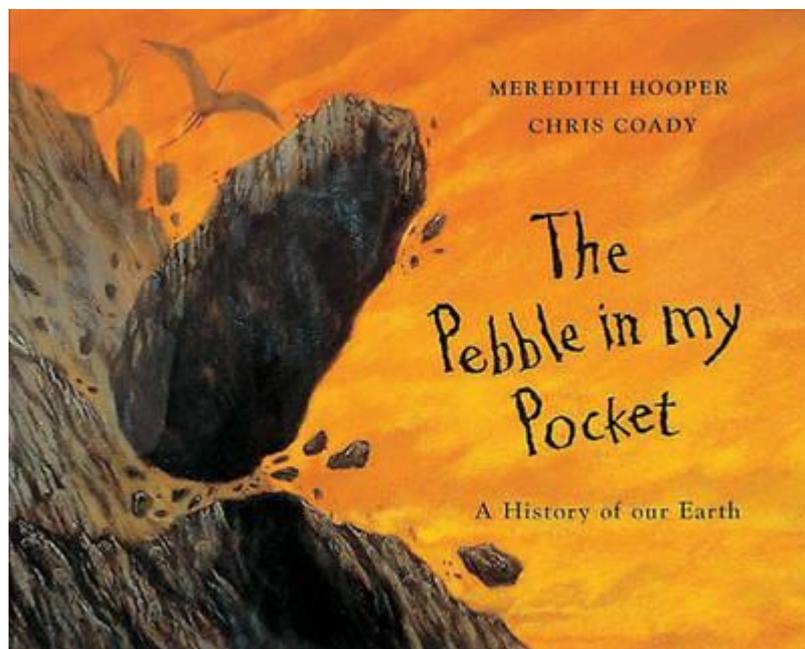
In **French** we will be reading a story (le Melon énorme) and a traditional rhyme (L'Araignée Gipsy). We will also be learning classroom instructions, numbers to 12 and about Christmas in France.

ENGLISH:

- In Literacy we will be focusing on the information text "The Pebble in my Pocket" which traces the story of a pebble, from its origins in a fiery volcano 480 million years ago, to its place in a busy, modern landscape.

The aim of the unit is:

- To explore an information text in depth.
- To come to know the complex history of earth, through talk, reading, writing, drawing and drama.
- To present understandings in writing, drawing and performance.
- To talk confidently about a book, exploring, developing and sustaining ideas through discussion.
- To use conjunctions to show changes in time or place and the sequence of events.



MATHS In maths we will be:

- Using place value in 3 digit numbers to add and subtract
- Recalling multiplication and division facts
- Using the grid method to multiply TU x U
- Adding and subtracting amounts of money and calculating price differences
- Telling the time to the nearest minute on analogue and digital clocks
- Calculating time intervals
- Making bar charts, pictograms and tables to record information.
- Plotting co-ordinates

Once a week the children will be focussing on applying their mathematical learning to solve problems.

SCIENCE We will be:

- Exploring what is under our feet! We will study, draw and label a cross section of the earth, comparing it to a scotch egg!
- Looking at a range of rock samples and finding out about different types of rock (igneous, sedimentary and metamorphic). Test the hardness of rocks and sort rocks.
- Explore rocks; separate sand and stones and test the effect of vinegar on rocks.
- Find out about the parts of the earth, such as the crust, the core and the mantle.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT: This will

- Enable students to develop their self-knowledge, self-esteem and self-confidence in researching and presenting information to the class. Children will take on different roles as part of a debate, leading to a school vote, where children form opinions from what they have heard.
- Our big question this term centres on "Is it always right to protect the environment?" "Should people live in vulnerable locations?" "Is the National Trust policy right: Should we defend the Sussex Coast at Birling Gap?"

CLASS ROUTINES:**HOMEWORK:**

- The children will have weekly homework tasks linked to learning in class. The homework will be sent home on Friday and is due back in school on Wednesday. I will continue to alternate maths and English.
- Children are expected to be heard read a minimum of three times a week and 5 times to get a sticker. Please make sure that you record each time your child reads or is heard read in their homework diary. The children can then collect stickers towards their reading certificate.
- Spellings are sent home each week and need to be practised at home daily. The process of "Look, cover, write, check" has been proved to be an effective way of learning spellings. Children will be tested on their spellings each Wednesday.

P.E. LESSONS:

- The children need to have their P.E. kit in school each day and it should be taken home each Friday so that it is kept clean for lessons.
- Jewellery must be removed so if your child has their ears pierced they will need a small pot in their bag to put their earrings in to keep them safe.
- Long hair should be tied back for school, but it must be tied back for P.E. lessons so a spare hair band is a good idea.

COMMUNICATION:

- Please do speak to me at the end of the school day if you have any questions or concerns.
- We will be doing weekly PSHE sessions and circle time where the children are able to raise any concerns which they may have. We will continue to use pegs and feeling cards during the day, to help with immediate issues.

