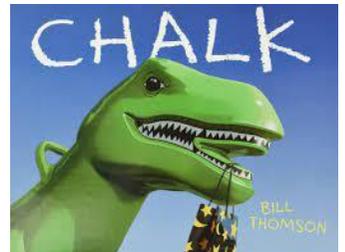
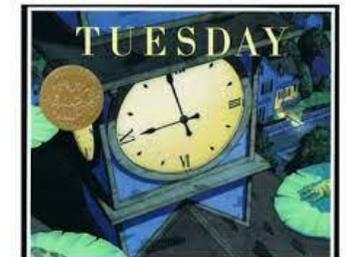
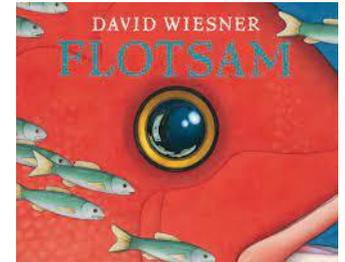


# Year 3 Autumn 2 - Why is the ground shaking?



## Key texts

*This term, we will be working together as a year group, to research and learn more about volcanoes and earthquakes. Our topic will begin with a learning hook, in which we will discover newspaper articles, photographs and a letter from someone who needs our help! Once we have learned more about how volcanoes and earthquakes are formed and the impact they can have on surrounding areas, we can create an information leaflet to help others to identify the warning signs, in case it happens again!*



## Key vocabulary

Eruption	To send out lava, rocks, and ash in a sudden explosion.
Richter scale	A scale of numbers used to tell the size of earthquakes.
Lava	Lava is hot molten rock that flows through holes in the Earth's crust and onto the surface.
Tectonic plates	The Earth's outer layer is made up of large, moving pieces called Tectonic plates.
Tsunami	When tectonic plates are stuck, the pressure builds up and they suddenly slam into a new position. This causes an earthquake. If an earthquake lifts or drops part of the ocean floor, the water above rises and starts spreading across the ocean.
Vibration	Vibration means quickly moving back and forth (or up and down).
Dormant	When something is not active at that time.

## Maths

To add and subtract number mentally, including, a 3-digit number and ones, a 3-digit numbers and tens, and a 3-digit number and hundreds.

To add and subtract numbers up to 3-digits using formal written methods.

Estimate the answer to a calculation and use the inverse to check.

To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

To use formal written methods to solve multiplication and division problems.

## Science

To know how to ask relevant scientific questions.

To know how to use observations to answer scientific questions

To describe and understand key aspects of physical geography, including: volcanoes and earthquakes.

Use maps, atlases, globes and digital mapping to locate countries and describe features studied, such as the location of volcanoes.

## Art/Design

To design a product and make sure that it looks attractive and prove that my design meets some set criteria.

To choose a material for both its suitability and appearance.

To describe how food ingredients come together.

## English

In our English lessons, we will be carrying out an author study on 'David Wiesner'. Wiesner writes fantasy stories, and is best known for his picture books. The two stories we will be focusing on next term are picture texts, with no written words at all! The great thing about texts like this are that they can be read in many different ways depending on how the reader interprets the pictures. We will be reading 'Flotsam', and using our imaginations to make inferences about the text. We will be using the detailed illustrations to build expanded noun phrases. This term, we will also be focusing on adverbials and will be using them when writing our own sequels to the fantasy texts. Next, we will read 'Tuesday'. After reading this text, we will be writing a newspaper article to report a sequence of unusual events!

## Geography

To know about, locate and name some of the world's most famous volcanoes.

To know about and describe the key aspects of earthquakes

To know about and describe the key aspects of volcanoes

## RE

To learn about different events and times of life that we celebrate.

To understand that people celebrate things differently.

To make connections between celebrations that are happy and celebrations that help us remember.

To compare different religious and non-religious celebrations, such as weddings.

We will be learning about Diwali, Hanukkah and Christmas this term.