Topic Name – Extreme Earth
Disposition Developing Compassion: Extreme Earth
Caring for Others, Animals and the Environment

Year Group - Year 3 Spring 1
Topic Purpose Question – How can we use this information and knowledge about natural occurrence to try and keep people safe?

Curriculum Coverage: Geography
Topic Purpose – To understand the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity to gain a deep understanding of the Earth's key physical and human processes.

Class Novel: The Fire-worker Maker's Daughter.
Purpose- Topic Specific vocabulary as well as having increased exposure to modern literature.

Links to previous topics.
EYFS Big Wide World
Year 1 Animals Past and Present
Year 2 The Coast

Links to future topics.
Year 4 Mountains
Year 5 Sow, Grow and Farm

Engage Stage/Memorable Experience

Explore, identify and classify a range of different rock samples. Using a hand lens identify and classify rocks according to whether they have grains or crystals and whether they have fossils in them.

Computing
Programming A – Sequencing sounds

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

Key Vocabulary: Scratch, programming, blocks, commands, code, Sprites, motion, turn, point in direction, go to, glide, event, task, design, order, algorithm, bug, debug

See computing planning.

Science
Rocks.
Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.

Compare and group together different types of rocks on the basic of their appearance and simple physical properties.
Activities: Remind the children of the appearance and properties of the rocks they looked at previously and explain that their different properties mean they are suitable for different uses.

Pupils might work by observing rock, including those used in building and gravestones and explore how and why these might have changed over time.

Recognise that soils are made from rocks and organic matter.
Activities: Investigate the different soils in the school. Record and display their results for what type of soil they identified in the school grounds. Discuss any discrepancies in their results and explain that there are regional variations in soil type, including within the same locality.

Pupils to explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
Activities: Show the children the How are fossils made? video on BBC Bitesize. After watching the video, ask them to recall and describe each step of fossil formation.

Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.

Purpose Question: Why are fossils important to scientific investigation?

Key Vocabulary: fossils, soils, sandstone, granite, marble, pumice, crystals

Geography
Locational Knowledge
Identify the position and significance of latitude, longitude, Equator.
Activity: Longitude and latitude – locate significant places.

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their key physical characteristics.
Activities: Ring of fire – name and locate volcanoes and plate boundaries.

Place Knowledge
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Activity: Features of a volcano.

Physical Geography
Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.
Activities: Earthquakes and earthquake activity – physical process.

Earths layers – structure and characteristics

Name, type, describe and properties of rocks – link this to science.

Compare and group rocks based on above criteria.

Tectonic plates – divided into plates, how move and impact on earth's surface.

Features of a volcano.

Activity: Share The eruption of Mount Vesuvius audio with the children. After listening, use the Mount Vesuvius sorting cards to help the children discuss the causes and effects of each stage of the eruption.

Purpose Question: Do you think if Mount Vesuvius erupted again today, would it have the same devastating affects?

Geographical Skills and Fieldwork
Use the eight points of a compass, four grid references to build their knowledge of the wider world.
Activity: The spread of a Tsunami – 8 points of a compass.

Key Vocabulary: volcanic eruptions, earthquakes, tectonic plates, epicentre, north-east, north-west, south-east, south-west, tsunami, Earth's crust, Sedimentary, Igneous, Metamorphic, volcano, gas, hot magma, ash, liquid magma, magma chamber, vent, Latitude, longitude, active, dormant, extinct, Mount Vesuvius, Laki, Ring of Fire.

Oracy

Instigate - Starts the discussion or moves it onto a new point.

- I think we should consider…
- I believe…
- I would like to start by saying…

Build - Adds to or builds on an idea.

- I agree and would like to add…
- Building onto what ___ said…

Challenge – Give reason/s to disagree or present an alternative argument.

- Respectfully, I disagree with…. because….
- To challenge you, I think….
- On the other hand, ….

RE
Theme: Jesus' Miracles Concept: Incarnation

Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?

Religion: Christianity

Disposition: Being Reflective and Self-Critical

Key Vocabulary:
Incarnation
Disciples
Miracles

PE
Badminton
Teacher Led
To use hard and soft hits.
That different types of hits are needed to reach different areas of the courts.
To move to return to shuttlecock from different areas of the court.
To rally with a partner over a net.
To serve forehand.
To play within the boundaries of the court.
Key Vocabulary: hit, return, court, forehand, shuttlecock, point, score, net, underarm, racquet.

Games (Basketball)
Sport coach during PPA
To keep possession of the ball when dribbling.
To move forward as a pair to attack.
To use
Key Vocabulary: control, bounce, shoot, target, assist, jump ball, attack, defend, offensive.

MFL-Spanish
Planning from Language Angels
Animals

PSHE
Goals and Dreams
Dreams and Goals
My Dreams and Ambitions
Celebrating My Learning
Careers Day

Music
Taught by Junior Jam
Music Theory with Keyboards
Level 1

Art
Drawing
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting, printing and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
Activity: Describe fossil shape, pattern and form.

Key Vocabulary: Focal point, refine, alter, foreground, middle ground, background, hatching, composition, scale, proportion, grades of pencil.

Developing our children's spirituality through the curriculum.

	Mirrors – *Looking in...* Self-Reflection – own thoughts/ beliefs  **feelings/**	**Windows – *Looking out...* Exploring Others and the**  **Understanding/ World**	**Doors – *Looking through...* learnt/ discovered and turn action**  **Take what we've it into**
Geography	We think about how people around the world live with volcanoes and how we can care for nature even when it can be dangerous.	We learn what volcanoes look like, where they are found, and how they erupt.	Scientists use volcano knowledge to: warn people when a volcano might erupt create safety zones plan where towns should (and should not) be built. This helps keep communities safe from ash, lava, and toxic gases.
Science	We think about why rocks matter in our everyday lives — our homes, roads, and even the soil that grows our food.	We look closely at different types of rocks — hard ones, soft ones, crumbly ones. We notice where they are found and what they are used for.	If we know some rocks crumble easily, we know they might not be good for building houses or paths. If we understand how rocks erode, we can help protect cliffs, beaches and buildings.
Art	We reflect on how life has changed over millions of years and think about our responsibility to care for our planet.	When we sketch fossils, we pay attention to tiny details. We notice the shapes of plants and animals that lived long ago.	By studying fossils, scientists understand how Earth has changed — including past extinctions, climate changes, and natural events. This helps us learn how to protect living creatures today.
Computing	We think about how computers help us every day and how we can use them responsibly, safely, and creatively.	We explore how computers follow instructions in order. We look at different sounds, blocks and patterns to understand how technology works.	We use what we learn to create our own sequences in Scratch. We make sure instructions are clear and in the right order so our program works safely and correctly.
RE	We think about what these stories mean for us: How can we show care? How do we make sense of things we cannot explain?	We look at stories of Jesus' miracles and how different people understand them. We learn how Christians see Jesus as special.	We explore how people's beliefs can inspire them to help others, show kindness and offer support in difficult times.
PSHE	We think about what we are good at, what we find hard, and how we can stay positive and kind to ourselves and others.	We notice what goals other people have, and we understand different talents and strengths in our class and wider community.	We set our own goals, solve problems, support teammates, and plan steps to achieve our dreams.
PE	We reflect on how exercise helps us stay healthy, how we can improve, and how teamwork builds trust and respect.	We look at how our bodies move, how different skills work, and how teamwork helps us succeed in games.	We use skills safely — throwing, catching, balancing, moving around space, and using equipment correctly.
Music	We think about how music makes us feel, what we enjoyed playing, and how practice helps us grow.	We listen to different sounds and musical patterns, noticing rhythm, pitch, and how instruments work.	We use the keyboard responsibly, practising notes, timing and hand position to create music safely and correctly.
Oracy	We think about how we speak, how we can show respect, and how our words can help others feel valued.	We look outwards by listening carefully to others' ideas, noticing different voices, tones and expressions.	We practise using clear voices, confident body language and thoughtful vocabulary so we can communicate well and support each other
MFL (Spanish)	We reflect on what it feels like to learn a new language and how knowing even a little can help us connect with others.	We look at new Spanish words and learn how people in other countries speak and communicate.	We practise speaking Spanish aloud, using correct pronunciation and joining in with vocabulary activities.