



Year 3

Why should we care about the environment?



L earning Journey

E ngaging

A uthentic

R igoorous

N ova Curriculum

<p>Launch: Look at National Geographic magazines. Explore and analyse features in order to make our own magazines.</p> <p>Things we need to produce:</p> <ul style="list-style-type: none"> - Projects for home - Factual reports - QR codes (possibly to docs) - Persuasive writing - Pictures/art 	<p>Geographical knowledge and map work of South America.</p> <p>Investigate South American rainforests – Location, climate. Compare differences to the UK.</p>	<p>Look at the effects of deforestation and the reasons behind why this happens. Identify how the rainforest has changed over time. What would the effects be on the people/animals living there?</p> <p>Write a short persuasive text for NG persuading people to source wood and other produce sustainably (anti-deforestation). Link to Palm oil?</p> <p>This will form the ‘persuasive writing’ part of our own magazine.</p>	<p>Look at the structure of a plant and classification of plants. Cover all plant objectives in order to grow our own mini rainforests. What would happen if the rainforests were destroyed? Link back to deforestation.</p> <p>This will form the ‘Projects for home’ section of the magazine.</p>	<p>Painting study and produce artwork in the style of Henry Rousseau (animal link).</p> <p>This will form part of the design for the magazine.</p>
<p>Launch: Trip – BBC Bristol Studio tour with a focus on documentaries.</p> <p>Organise trip for Week 1 term 6 launch.</p>	<p>Watch clips of animals to write documentaries for. Look at style of David Attenborough and Steve Backshall and analyse how they talk/present.</p>	<p>Write scripts for documentaries. Film documentaries using green screen and send invitation home to ask parents to come in and watch.</p>	<p>Landing: Invite parents to watch documentaries on endangered animals.</p> <p>This will form the ‘QR code’ section of our magazine.</p>	<p>3D art form study and produce artwork in the style of Andy Goldsworthy (focus on plants/natural resources).</p> <p>This will form the front cover for the magazine.</p>
<p>Look at living things/animal objectives and use this to focus on endangered animals in South America.</p>	<p>Identify and research chosen endangered animals using books, magazines and the internet. Start to make a study of the animal for report.</p>	<p>Write a non-chronological report about an endangered animal from South America. Use this to convince teacher to choose their chosen animal to sponsor.</p> <p>This will form the ‘factual report’ section of our magazine.</p>	<p>Landing: Children to publish their own national geographic magazines. (Non-chron report, Hemi art, Goldsworth art, science reports on plants and habitats, science exp findings)</p>	<p>Landing: Sponsor an endangered animal from the South American rainforest using the various fundraisers from the term.</p>

Key skills and Knowledge Coverage from NC & Nova Skills Progressions

<p>As Writers we will be writing:</p> <ul style="list-style-type: none"> • Non-chronological reports on endangered animals for a geographical magazine • Instructional writing on how to make your own mini rainforest • Documentary scripts • Persuasive text on sustainable wood and products 	<p>As Mathematicians we will developing our understanding of:</p> <ul style="list-style-type: none"> • Fractions • Time • Geometry • Mass and capacity
<p>As Scientists we will develop our knowledge of Plants; Animals, including humans; Living things and their habitats:</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p><u>Living things</u></p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Through scientific enquiry, we will be:</p> <p><u>Observing over time</u></p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. <p><u>Research using secondary sources</u></p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them. • Using straightforward scientific evidence to answer questions or to support their findings.
<p>As Geographers we will study:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • I can locate the main countries and major cities in South America. • I can identify the position of the Equator and how it affects climates in both hemispheres <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • I can compare the human and physical features of a place in the UK to South America 	<p>As Artists we will develop our knowledge of:</p> <p><u>3D form:</u></p> <ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed.

<ul style="list-style-type: none"> • I can compare the human and physical features of a place in the UK and Europe <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • I can identify how the human features of a landscape have changed over time • I can describe how climate and use of land (e.g. for cocoa production) supports an economy and trade links • I can compare the physical features of a region in the UK and South America <p>I can use these words:., region, hemisphere, equator, tropical, economy, (fair) trade, industry</p> <p><u>Geographical fieldwork</u></p> <ul style="list-style-type: none"> • I can interpret tables, diagrams and atlas maps to retrieve information • I can use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data • I can use and interpret data that I have collected using a range of technologies and equipment 	<ul style="list-style-type: none"> • Use a variety of materials. <p><u>Painting:</u></p> <ul style="list-style-type: none"> • Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. <p>Investigate art through the study of artists such as Henry Rousseau and Andy Goldsworthy.</p>
<p>In Computing we will be looking at:</p> <ul style="list-style-type: none"> • QR quotes • Research endangered animals using the internet <p>As Musicians we will:</p> <ul style="list-style-type: none"> • Follow the music scheme from Alison • 7th June – World Ocean Day learn song 	<p>As fit and healthy citizens we will:</p> <ul style="list-style-type: none"> • Develop skills in athletics and rounders • Follow the Real PE scheme • KS2 Sports Day