



# Why should we care about the environment?



**L**earning Journey  
**E**ngaging  
**A**uthentic  
**R**igorous  
**N**ova Curriculum

Year 3

Terms 5 - 6

Big concept: Cause & Effect

## Overview:



This enquiry enables Year 3 learners to consider why we should care about our environment. They use geographical enquiry skills to discover what life is like in the Amazon Rainforest and consider how it is similar/ different to life in England. Learners contemplate significant issues impacting on the Amazon Rainforest and suggest ways we can preserve and protect it.

As Readers, class texts have been carefully selected to enrich children's learning. Children will read *The Iron Man* (Ted Hughes) and *The Curious Garden* (Peter Brown). As Writers, Year 3 children will develop their skills by innovating and inventing a range of fiction and non-fiction texts. There are also several meaningful opportunities for cross-curricular writing.

As Artists, Year 3 children will be inspired by significant artists, including Henry Rousseau, to create artwork that focuses on form using textiles and collage. As Engineers in Design & Technology, they design and make their own pop up 3D rainforest book.

## Learning links (previous learning):

Year 3 children know that geographers ask questions about the world and conduct a geographical enquiry to discover factual information. In this enquiry, children will build on their previous geographical enquiry skills including using tables, diagrams, maps and fieldwork to retrieve information.

As Engineers in Design & Technology, Year 3 children know that they can find solutions to different problems using the D&T process. They know ways to fold paper to make simple pop-up features on a card.

As Artists, Year 3 children know how to take inspiration from significant artists and can demonstrate shape and form through a range of media such as pencil, paint and 3D clay models.

## Celebrating diversity and inspirational People:



Through the enquiry, Year 3 children will explore a diverse range of significant geographers including Ed Stafford. Ed is a British born geographer/ explorer who was adopted as a young child. He became the first person to walk the length of the Amazon.

## Experiential learning opportunities:

Year 3 children will engage in a sustainable travel workshop at Severn Beach hosted by Platform Rail. This will include a rail journey.

## Launch

Year 3 children will use their senses to go on a rainforest virtual tour and infer what it would be like to be in the Amazon Rainforest. They predict what they would need to survive in the Amazon Rainforest and what dangers they might encounter.

## Landing

Year 3 children and their parents/ carers participate in a quiz focusing on Geography and environmental sustainability.

**NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry**

<b>Geography</b>		<b>Science</b>	
<p><b>As Geographers we will use geographical enquiry skills to discover what life is like in the Amazon Rainforest and suggest ways we can preserve and protect it:</b></p> <p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>Children name and locate the main countries and major cities in South America.</li> <li>Children identify the position of the Equator and how it affects climates in both hemispheres.</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>Children compare the human and physical features of a place in the UK to <del>North</del> or South America.</li> </ul> <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>Children identify how the human features of a landscape have changed over time.</li> <li>Children compare the physical features of a region in the UK and <del>North</del> or South America.</li> </ul> <p><b>Geographical Skills &amp; Fieldwork</b></p> <ul style="list-style-type: none"> <li>I can interpret tables, diagrams and atlas maps to retrieve information</li> <li>I can identify 8 compass points and use 4 figure grid references</li> <li>I draw conclusion from maps about population, settlement and land use</li> <li>I can identify how a place changes over time by using a range of aerial photographs, historical and recent maps</li> <li>I can use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data.</li> </ul> <p><b>Vocabulary:</b> South America, Argentina (Buenos Aires), Brazil (Sao Paolo, Rio De Janeiro), Chile, Colombia, Peru, equator, northern hemisphere, southern hemisphere, climate, human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, landform, rainforest, table, diagram, pictogram, bar graph, line graph, pie chart, data, atlas, map, aerial photograph, birds eye view, scale, key, symbols, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), four figure grid reference, thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average</p>		<p><b>As Scientists we will investigate how plants grow.</b></p> <p><u>Plants; Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables by observing and recording plant growth.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilisation.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by ordering and describing the stages of the life cycle of a flowering plant.</li> </ul> <p><b>Through scientific enquiry, we will be:</b></p> <p><u>Pattern seeking</u></p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> </ul> <p><u>Comparative and fair testing</u></p> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up practical enquires, comparative and fair tests</li> <li>Reporting on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	
<b>History</b>			
<p><b>As Historians we will contemplate significant issues impacting on the Amazon Rainforest and suggest ways we can preserve and protect it</b></p> <p><b>Chronological Awareness</b></p> <ul style="list-style-type: none"> <li>Children will identify how a place changes over time by using a range of aerial photographs, historical and recent maps.</li> </ul>		<p><u>Researching using secondary sources</u></p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p> <p><b>Key vocabulary:</b> structure – flowering plants, roots, stem/ trunk, leaves, flowers function – nutrition, support, reproduction, makes own food requirements for life and growth – air, light, water, nutrients from the soil, room to grow, fertiliser life cycle - flowers pollination, seed formation, seed dispersa</p>	

## Design & Technology

As Designers and Engineers we will research, design and evaluate their pop-up rainforest book.

### Design, Make, Evaluate And Improve

- Investigate existing products, including drawing them to analyse and understand how they are made.
- Gather info about the needs & wants of particular groups.
- Plan a sequence of actions to make a product.
- Develop more than one design.
- Develop prototypes.
- Generate designs with annotated sketches
- Refine work and techniques as work progresses, continually evaluating the product design.
- Identify strengths and weaknesses of their design ideas.  
Talk about how closely their finished product meets their design criteria and meets the need of the user

**Vocabulary:** products, analyse, needs/wants, sequence, prototype, annotate, refine, evaluate, strengths/weaknesses, criteria, user

### Construction – Materials

- Cut materials accurately and safely by selecting appropriate tools.
- Measure and mark out to the nearest mm.
- Use and explore complex popups
- Cut slots and internal shapes.
- Create nets.

**Key vocabulary:** cut, accurately, safely, appropriate, tools, measure, mark, complex popups, slots, internal shapes.

## Art

As Artists we will create a piece of artwork using textiles and collage.

**Formal Elements of Art:** Form

**Art and Design Skills:** Craft and Design Textiles / Collage

### Generating Ideas

- Use my sketchbooks to generate ideas, record thoughts and observations as well as artistic experiments
- Create personal artwork using the artwork of others to as a stimulus

**During this unit of learning, children will:**


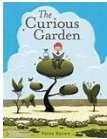
- Study a selection of collage artists and analyse their message
- Use scrap materials, images from magazines etc. to create simple 'colourscapes' to explore the principles of collage & colour mixing.
- Learn the basic principles of tie-dye and experiment with techniques
- Use basic stitches to join fabrics together in collage
- Repurpose magazines/books of significance/fabrics/ribbons etc. to explore weaving,
- Embellish weaving using fabric crayons or stitching

**Key Artist:** Henry Rousseau

**End piece:** Plan & create a final piece with an environmental message using textiles & collage techniques

**Key vocabulary:** colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch, craft, design, textiles

## Opportunities for core subject learning across the curriculum

Reading & Writing	Mathematics		
<p><b>As Readers we will read:</b></p> <p>Shared fiction text: <i>The Iron Man</i> (Ted Hughes)                      Shared fiction text: <i>The Curious Garden</i> (Peter Brown)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>As Writers we will write:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Fiction:</b> Danny and the Bigfoot  <b>Story Type:</b> Meeting Tale  <b>Focus:</b> Description</p> <p><b>Non-fiction Report:</b>                      Giants</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Fiction:</b> <i>The Lake</i>  <b>Story Type:</b> Warning  <b>Focus:</b> Suspense</p> <p><b>Non-fiction Discussion:</b>                      Should Mrs Mac let the boys out again?</p> </td> </tr> </table> <p><b>Cross curricular writing:</b>                      Year 3 children will write a geographical non-chronological report.</p>	<p><b>Fiction:</b> Danny and the Bigfoot  <b>Story Type:</b> Meeting Tale  <b>Focus:</b> Description</p> <p><b>Non-fiction Report:</b>                      Giants</p>	<p><b>Fiction:</b> <i>The Lake</i>  <b>Story Type:</b> Warning  <b>Focus:</b> Suspense</p> <p><b>Non-fiction Discussion:</b>                      Should Mrs Mac let the boys out again?</p>	<p><b>As Mathematicians we will develop our understanding of:</b></p> <ul style="list-style-type: none"> <li>Measurement: Mass &amp; Capacity</li> <li>Number: Fractions B</li> <li>Measurement: Money</li> <li>Measurement: Time</li> <li>Geometry: Properties of Shape</li> <li>Statistics</li> </ul>
<p><b>Fiction:</b> Danny and the Bigfoot  <b>Story Type:</b> Meeting Tale  <b>Focus:</b> Description</p> <p><b>Non-fiction Report:</b>                      Giants</p>	<p><b>Fiction:</b> <i>The Lake</i>  <b>Story Type:</b> Warning  <b>Focus:</b> Suspense</p> <p><b>Non-fiction Discussion:</b>                      Should Mrs Mac let the boys out again?</p>		

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	PSHE
<p><b>As fit and healthy citizens we will develop our skills through the <i>Get Set 4 PE</i> scheme:</b></p> <ul style="list-style-type: none"> <li>OAA</li> <li>Athletics</li> <li>Tennis</li> <li>Rounders</li> </ul>	<p><b>As fit and healthy citizens we will develop our knowledge through the <i>SCARF</i> scheme:</b></p> <ul style="list-style-type: none"> <li>Growing and changing</li> <li>Being my best</li> </ul>
Computing	French
<p><b>In computing we will develop skills through the <i>Teach Computing</i> scheme:</b></p> <ul style="list-style-type: none"> <li>Sequencing Sounds</li> <li>Events and Actions in Programs</li> </ul>	<p><b>As Linguists we will develop skills through the <i>Language Angles</i> scheme:</b></p> <ul style="list-style-type: none"> <li>Phonics</li> <li>Little Red Riding Hood</li> <li>I can...</li> </ul>
RE	Music
<p><b>As Philosophers we will explore the question:</b></p> <ul style="list-style-type: none"> <li>What do people believe about God? (Islam and Christianity)</li> </ul>	<p><b>As Musicians we will develop our musical skills and knowledge through <i>Beacon Bristol</i> scheme:</b></p> <ul style="list-style-type: none"> <li>Junk percussion.</li> </ul>