Why should we care about our environment?

L earning Journey

E ngaging

A uthentic

R igorous

N ova Curriculum

Year 3	Terms 5 & 6	Big concept: Cause and 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):	Celebrating diversity and inspirational People:

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.	 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.
Launch and Landings	**Experiential learning opportunities:**
Launch: BBC television producer – introducing the rainforest (school visitor) **Mini-landing:** Rainforest brochures - travelling to the Amazon. **Landing**: Showcase to parents/carers: Play about the environment and sustainability, finishing with an environmental quiz.	School visitor (BBC Nature producer) – introducing the rainforest – including climate, plants, animals, habitats and survival **24th April.** **Platform Rail trip to Severn Beach** – sustainability and to see how the environment has changed over time. **Date TBC.**
Enquiry Challenge	**Cross-Curricular Writing Opportunities**
Term 5- Challenge 1: Tour of the Borneo and Amazon Rainforest **Term 5- Challenge 2:** Instructions – How to survive in the Rainforest. **Term 6 - Challenge 3:** Compare the Amazon Rainforest to the UK. **Term 6 - Challenge 4:** Debate – Would you rather live in the Rainforest or in the UK? Share thoughts and arguments with Year 2.	**Term 5:** A recount of a day in the rainforest. Instructions – How to survive in the rainforest. **Term 6:** A geographical, non-chronological report.

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

Geography

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:

Locational Knowledge:

- Children name and locate the main countries and major cities in South America.
- Children identify the position of the Equator and how it affects climates in both hemispheres.

Place Knowledge:

- Children compare the human and physical features of a place in the UK to North or South America.

Human & Physical Geography

- Children identify how the human features of a landscape have changed over time.
- Children compare the physical features of a region in the UK and North or South America.

Geographical Skills & Fieldwork

- I can interpret tables, diagrams and atlas maps to retrieve information
- I can identify 8 compass points and use 4 figure grid references
- I draw conclusion from maps about population, settlement and land use
- I can identify how a place changes over time by using a range of aerial photographs, historical and recent maps
- I can use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data.

Vocabulary: 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

Science

As Scientists we will investigate how plants grow.

Plants; Living things and their habitats

- 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) by investigating what plants need to grow well.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables by observing and recording plant growth.
- 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.
- 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 by ordering and describing the stages of the life cycle of a flowering plant.

Through scientific enquiry, we will be:

Pattern seeking

- Asking relevant questions and using different types of scientific enquiries to answer them
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables

Comparative and fair testing

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up practical enquires, comparative and fair tests
- Reporting on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Researching using secondary sources

Using straightforward scientific evidence to answer questions or to support their findings

Key vocabulary: 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 dispersal

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

History

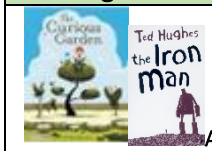
As Historians we will contemplate significant issues impacting on the Amazon Rainforest and suggest ways we can preserve and protect it.

Chronological Awareness

- Children will identify how a place changes over time by using a range of aerial photographs, historical and recent maps.

Opportunities for core subject learning across the curriculum

Reading & Writing



As Readers we will read:

Shared fiction text: The Iron Man (Ted Hughes)
Shared fiction text: The Curious Garden (Peter Brown)

As Writers we will write:

Fiction: Danny and the Bigfoot
Story Type: Meeting Tale
Focus: Description

Fiction: *The Lake*
Story Type: Warning
Focus: Suspense

Non-fiction Report:
Giants

Non-fiction Discussion:
Should Mrs Mac let the boys out again?

Cross curricular writing:
Year 3 children will write a geographical non-chronological report.

Mathematics

As Mathematicians we will develop our understanding of:

- Measurement: Mass & Capacity
- Number: Fractions B
- Measurement: Money
- Measurement: Time
- Geometry: Properties of Shape
- Statistics

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely

Physical Education

As athletes:

- OAA
- Athletics
- Rounders
- Tennis

PSHE

As fit and healthy citizens we will develop our knowledge through the *SCARF* scheme:

- Growing and changing
- Being my best

Computing

In computing we will develop skills through the *Teach Computing* scheme:

- Sequencing Sounds
- Events and Actions in Programs

French

As Linguists we will develop skills through the *Language Angles* scheme:

- Phonics
- Little Red Riding Hood
- I can…

RE

Music

As Philosophers we will explore the question: • What do people believe about God? (Islam and Christianity)	As Musicians we will develop our musical skills and knowledge through *Beacon Bristol* scheme: • Junk percussion.