

A WONDERFUL WORLD: Appreciating God's Creations

Focus Overview Year 3 – Our World



At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do

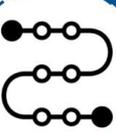
A Wonderful World:
Appreciating God's
Creations



Peace and Conflict: Respect
for all Individuals



A Moment in Time:
Learning from the
Past for Our Future



We are Engineers:
Embracing Technology
to Solve problems



Nurturing Nature:
Engaging and Taking
Responsibility



**Our Place in the
World:** Identity and
Community



A Wonderful World: Appreciating God's Creations Year 3 – Our world



This term, children will learn about the wonderful world around them. They will celebrate its impressive features as well as learn about its dangers. Through **Geography**, they will investigate the make up of different communities, comparing rural and urban settlements. They will also investigate how earthquakes and volcanos are formed and their impact on the physical and human features near to them. Through **Art**, children will explore the beautiful and varied landscapes of our world through a selection of prominent landscape artists. They will study the work of Hokusai and use this art as inspiration for their own art work. Through their **English** work, children will... (to complete)

Theme Impact

Children will learn to have a greater respect for our precious world, and how some landscapes and physical features are changing or put at risk because of our actions/behaviour.

Catholic Social Teaching

Through this unit, children will be reminded to respect all of God's creations, including people, the environment and its resources. How would God want us to treat His world? Are there examples of people who are not appreciating what God created? Are we? How have towns and cities been neglected? What negative effects have human actions had on our countryside?

Curriculum Drivers

Geography

Nation Curriculum Objectives

Name and locate the world's continents and main oceans. Identify the UK on a world map.

Name and locate known countries: USA, Ireland, France, Spain, Russia

Name and locate the UK's main cities, identifying their human and physical features.

Understand geographical similarities and differences through the study of human and physical geography of a region area of the United Kingdom- Kinvor

Describe and understand key aspects of: physical geography, including fields, cliffs, rocks, environment, countryside,

Describe and understand key aspects of: human geography, including city, town, village, factory, farm, house, settlement, land use, population, employment.

Knowledge and Skills Progression

GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

GSF2: Use the eight points of a compass, four figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and countries studied in depth.

GSF3: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

GSF4: Develop map skills to include key countries around the world and countries in Europe.

LK1: Locate the world's main countries, noting some of their key physical and human characteristics, countries, and be aware of some major cities

LK2: Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (see vocab progression below), and land-use patterns; and understand how some of these aspects have changed over time

LK3: Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Different Biomes??

LK4: Compare 2 different regions in UK rural/urban.

PK1: Understand geographical similarities and differences through the study of human and physical geography of 2 regions of the United Kingdom.

Pupils will describe and understand key aspects of:

HPG1: Physical geography, including: rivers, volcanoes and earthquakes, and the water cycle and extreme weather events

HPG2: Human geography, including: types of settlement, population, employment and land use.

Art

Nation Curriculum Objectives

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

Develop and share ideas in a sketchbook and in finished products.

Improve mastery of techniques including drawing, painting and sculpture

Learn about the great artists, architects and designers in history- **Hokusai**

Knowledge and Skills Progression

- E1** create sketch books to record their observations and use them to review and revisit ideas.
- E2** record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.
- E3** question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.
- E4** think critically about their art and design work.
- D1** draw for a sustained period of time
- D2** use a sketchbook to collect and develop ideas from a range of sources
- D3** experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens, watercolours etc.
- P1** experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.
- P3** use language of and mix primary and secondary colours and use tints and shades.

Application

Impact: Children will learn to have a greater respect for our precious world, and how some landscapes and physical features are changing or put at risk because of our actions/behaviour.
 Application: Children to plan and create an informative video to encourage people to have more respect for our world.
 Ideas: **Key landscapes that have changed because of our behaviour- climate change? Towns and cities expanding into countryside? Earthquakes and volcanoes- more frequently- can this be helped?**

Wider Curriculum Opportunities

Writing	Reading
Narrative - Adventure Story Non narrative – Letters to family members (Flat Stanley) Poetry – Poems with a structure (shape poems)	When the Giant Stirred – Links to theme- About people who live peacefully next to a volcano. Once it erupts, the story continues revealing how the island returns to its lush former glory. A part of nature’s cycle. 40 pgs Initial class reads - start the year off with Flat Stanley (extract)- reading challenge book. Ch will send a ‘Flat Stanley’ to family around the world. Initial class reads - Here we are- Oliver Jeffers- a story which ‘introduces’ children to our wonderful planet and promotes discussion and curiosity. A good ‘hook’ to our topic. Window – picture book for interpret skill Voices in the Park – book which looks at the same story from different perspectives. Picture book. Great for less confident 7/8 year old readers and to provoke discussion Poetry - Nature. Reading explorers- Tornado- a shape poem

Computing – application of previously taught skills

Year 2 computing skills ‘covered’- PowerPoint basic skills, word processing basic skills. Both will need recapping.

Enrichment

Visit to Kinver/Birmingham?

Home Learning

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Evaluation Notes



Stand-alone objectives to be covered this term

Science

Nation Curriculum Objectives

Light

Recognise that they need light in order to see things and notice that light is reflected from surfaces.

Investigate and be aware of the Sun's dangers

Explain how light appears to travel in straight lines and how shadows are formed- including how shadows change in length

Knowledge and Skills Progression

Working scientifically suggestions

Look for patterns in what happens to shadows when the light source moves or when the distance between the light source and the object changes.

Working scientifically skills

E1: ask relevant questions and use different types of scientific enquiries to answer them

E2: set up simple practical enquiries, comparative and fair tests

E3: make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

E4: gather, record, classify and present data in a variety of ways to help in answering questions

E5: record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

E6: report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

E7: use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

E9: use straightforward scientific evidence to answer questions or to support their findings.

PE

Nation Curriculum Objectives

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
 - perform dances using a range of movement patterns
 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Knowledge and Skills Progression

Dance

Contribute ideas to the structure of the dance

Describe using appropriate language the features of dances performed by others

Attempt to perform with a sense of dynamics

Competently include props and other ideas in their dance

Attempt short pieces of improvised dance responding to the structure/theme of the dance

Share and create short dance phrases with a partner and in small groups

Perform movements with increased control

Express moods and feelings throughout the dance piece

Can decide with others which floor patterns/pathways to follow

Music**MFL****Cooking in the Curriculum**

Tomato pasta sauce – See cooking curriculum for recipe guidance and skills