



NURTURING NATURE: Engaging and Taking Responsibility

Focus Overview

YEAR 3: Farming



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

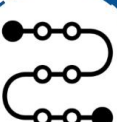
A Wonderful World:
Appreciating God's
Creations



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



Nurturing Nature: Engaging and Taking Responsibility
Year 3 – Farming



In **Science**, children will focus on plants and nutrition. Children will learn about the different parts and functions of a plant. They will also learn about the requirements for growth and explore the life cycle of a plant including pollination, seed formation and seed dispersal. In **Art**, children will study the work of Georgia O’Keeffe. Children will develop their shading and blending techniques as they learn to draw and sketch in the style of her flower paintings. In **English**, children will be writing an explanation text about how food gets from the farm to our fork. In **DT**, children will be learning all about green houses and their importance of providing people with food throughout the year. They will use suitable materials and construction techniques to create their own mini greenhouse. For our **Enquiry**, children will be discussing the question “Is the way we farm sustainable?” Children will be learning about farming techniques, food miles, carbon footprint and ways that we can help to make sure our food is farmed sustainably. Through **Catholic Social Teaching**, children will explore stewardship and how we can be guardians of God’s creation by being sustainable and enhancing the wellbeing of our planet. Children will learn about the virtues of how we can be *prophetic* and *intentional* by caring for our world. Throughout the enquiry process, children will explore and apply a variety of the **6Cs**.

Theme Impact

Children will have a deeper understanding of the impact of our actions on our planet, in particular the way we source our food. Children will be able to think about more sustainable ways we source our food through understanding different farming techniques and where different types of food come from in the world. They will understand how they have an impact and that their choices could positively affect our planet.

Catholic Social Teaching

The Catholic Social Teaching of Stewardship of God’s creation is focused about how can we be guardians of God’s creation by being sustainable and enhancing the wellbeing of our planet. This will be taught alongside the virtues learned and wise: learning how God wants us to live our lives and putting it into practice.

Curriculum driver

Science

National Curriculum Objectives

- Look at the function of parts of flowering plants, requirements of healthy growth and water transportation
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Across all year groups scientific knowledge and skills should be learned by working scientifically.

Knowledge and Skills Progression

- E1:** asking relevant questions and using different types of scientific enquiries to answer them
- E2:** setting up simple practical enquiries, comparative and fair tests
- E3:** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- E4:** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- E5:** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- E6:** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- E7:** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- E8:** identifying differences, similarities or changes related to simple scientific ideas and processes
- E9:** using straightforward scientific evidence to answer questions or to support their findings.

Working Scientifically

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- know 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
- observe and know the way in which water is transported within plants
- know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- compare the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser
- discover how seeds are formed by observing the different stages of plant life cycles over a period of time
- look for patterns in the structure of fruits that relate to how the seeds are dispersed.
- observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

Art

National 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.

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 etc.
D4 experiment with different grades of pencil to achieve varied tone
D5 create texture and pattern in drawing with a range of implements.
- P1** experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.
P2 create different effects and textures with paint.
P3 use language of and mix primary and secondary colours and use tints and shades.
- PR1** create printing blocks using relief or impressed method.
PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method.
PR3 create repeating patterns.
PR4 print with two colour overlays

DT

National Curriculum Objectives

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and apply the principles of a healthy and varied diet.**
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.**
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.**

Knowledge and Skills Progression

- R2-** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
R3- Children represent their own ideas, thoughts and feelings through design and technology.
- D1-** Use their research to develop some of their own design criteria.
D2- Draw a fully labelled sketch/diagram of their product, including some measurements.
D3- Choose the materials/ ingredients /tools they will use, based on their suitability for the task.
D4- Write a detailed list of the materials/ ingredients/tools they will need.
D5- Indicate where components will go
D6- Order the main stages of their making process
- MC1-** Cutting - Measure and mark materials before cutting. Cut materials accurately. Score and fold paper/card accurately.
MC2- Joining- Join a range of materials using a variety of methods, usually choosing the method most suited to the task.
MC3- Testing- Test their product as they work, making informed adjustments to ensure their product meets the design criteria.
MC4- Improving- Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work. Check design criteria as they work.
MC5- Combine a number of components together in different ways
MC6- Finishing- Pay attention to the finishing of their product.
- MT4-** Design- Use a paper pattern. Creating a design on fabric using applique.
- E1-** Positive- Identify and discuss the strengths of their product.
E2- Critique- Identify any areas for development/ improvements that could be made.
E4- Improve- Suggest how their product could be improved.

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Application	
Is the way we farm sustainable?	
<p>Application in this theme will be through the Enquiry project. Children will have several opportunities to explore the 6Cs by persuading farms to be sustainable. Children will create a leaflet or a poster showing how Mount Pleasant farm is sustainable and how their impact is protecting our environment and planet. Children will try to persuade other farms to become more sustainable.</p> <p>Children will also explore stewardship and how we can be guardians of God's creation by being sustainable and enhancing the well being of our planet. Children will learn about the virtues of how we can be prophetic and intentional by caring for our world.</p>	
Wider Curriculum Opportunities	
Writing	Reading
English Explanation – how food gets from farm to fork	Butterfly Lion Farm texts
Computing – application of previously taught skills	
During application, children will create a poster about how we can reduce our carbon footprint. This will either be done through word/power point/A3 poster and then uploaded onto Seesaw	
Enrichment	
Year 3 will visit Mount Pleasant school farm. This will provide a unique opportunity to give children an insight into food, farming and the countryside	
Home Learning	
Websites/Resources	
Evaluation Notes	

Stand-alone objectives to be covered this term	
PE	
Hockey & Handball Recognise when you need to defend Employ tactics to put pressure opponents Being aware and able to undertake the demands different positions to support both attack defence Send and receive a ball with some consistency to keep possession Sometimes move into space to receive the ball Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football Play using basic rules of recognised game e.g. hockey or football Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball Work as part of a team to attack towards a goal Key vocab: Ball, space, roll, kick, catch, throw, dribble, directions, overarm and underarm, passing, shooting, control, rules, accuracy, teamwork, game play	
Music	
Recorders To know the key features of South African Gumboot music. To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown To know the correct technique for playing tuned percussion instruments.	

Unit: Fruits

Une pomme, Une fraise, Une pêche, Une banana, Une cerise, Une orange, Une prune, Une poire, Un kiwi, Un abricot, Les pommes, Les fraises, Les pêches, Les bananes, Les cerises, Les oranges, Les prunes, Les poires, Les kiwis, Les abricots, J'aime, Je n'aime pas

Speaking

- Speak with others using simple words, phrases and short sentences
- *recall, retain and use vocabulary*
- *ask and answer questions.*
- Speak aloud familiar words or short phrases.
- *speak clearly and confidently*
- Use correct pronunciation when speaking and start to see links between pronunciation and spelling.
- Name 10 fruits and say "I like..." and "I don't like..." plus a fruit

Listening

- Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions).
- *repeat words and phrases modelled by the teacher*
- *remember a sequence of spoken words*
- *use physical response, mime and gesture to convey meaning and show understanding.*
- Match sound to picture / word / phrase. Understanding slightly longer text.

Reading

- Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.
- *understand words displayed in the classroom*
- *identify and read simple words*
- *read and understand simple messages.*
- Read aloud familiar words or short phrases.
- *read aloud a familiar sentence, rhyme or poem.*
- Recognise how sounds are represented in written form.
- *pronounce accurately the most commonly used characters, letters and letter strings*
- Match key nouns to picture / word / phrase in English. Short and simple reading tasks.

Writing

- Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).
- *write simple, familiar words using a model*
- *write some single words from memory.*
- *create name labels and complete differentiated worksheets*
- Spell all new language as accurately as possible via tasks in each lesson.

Grammar

- Start to understand the concept of gender.
- Masculine/Feminine*
- Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.
- Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".

Cooking in the Curriculum

Fruit crumble - See cooking curriculum for recipe guidance and skills