



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

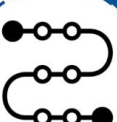
A Wonderful World:
Appreciating God's
Creations



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 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 explore a short adventure story, set in a contrasting locality to ours and move on to learning about poems with a specific structure. Through these units, we will recap the key grammar elements that were learnt in Year 2. In **Science**, children will begin to learn about Light, including how it travels, how shadows are formed and the importance of staying safe in the sun.

Theme Impact

Children will learn to have a greater respect for our precious world and begin to understand the impact of their actions. We will learn about how some landscapes and physical features are changing or put at risk because of how we are living our lives.

Catholic Social Teaching

Through this unit, children will be reminded of how fortunate they are, by think about Dignity of the Human Person. They will learn how others are affected by natural disasters such as volcanoes and earthquakes and how they can cause poverty and hunger. How would God want us to look after these people? How can we use what we have to spread love to others?

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-Kinver
- 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

Children will focus on the 6C of Collaboration. Working in groups, they will choose an area of their learning to present to others. They will need to think about an area which they can carefully explain, whilst working alongside their peers. This will show their understanding and engagement from the topic.

Wider Curriculum Opportunities

Writing	Reading
Narrative - Adventure Story Poetry – Poems with a structure (shape poems)	The Colour of Home Miranda the Explorer Poetry - Nature. Reading explorers- Tornado- a shape poem
Computing – application of previously taught skills	
Enrichment	
VR volcanoes workshop	
Home Learning	
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

National Curriculum Objectives

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Knowledge and Skills Progression

Gymnastics

Modify actions independently using different pathways, directions and shapes
Identify similarities and differences in sequences.
Perform sequences with contrasting actions.
Show strength and flexibility to shapes and actions being performed.
Remember and repeat sequences.
Adapt basic sequences to include some apparatus.
Develop body management over a range of floor exercises.
Comment on others gymnastics sequences describing what they did well.

Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle

Key vocab: star jump, tuck jump, pencil jump, forward roll, egg roll, log roll, backward roll, travelling, sequence

Netball

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

RSE/PSHE

Units to cover

PSHE- What's on your mind? - Working together

RSE- **Module I Unit I**- Religious understanding – Created and loved by God

Music

Pentatonic melodies and composition

-improvise and compose music for a range of purposes using the inter-related dimensions of music

-use and understand staff and other musical notations

CC1 Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).

CC2 Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

CC5 Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.

CC6 Suggesting and implementing improvements to their own work, using musical vocabulary.

MFL

J'apprends le français

- Ask somebody how they are feeling and what their name is.
- Say how we are feeling and our names.
- Count to 10.
- Read, write, say, and recall ten different colours.

Cooking in the Curriculum

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