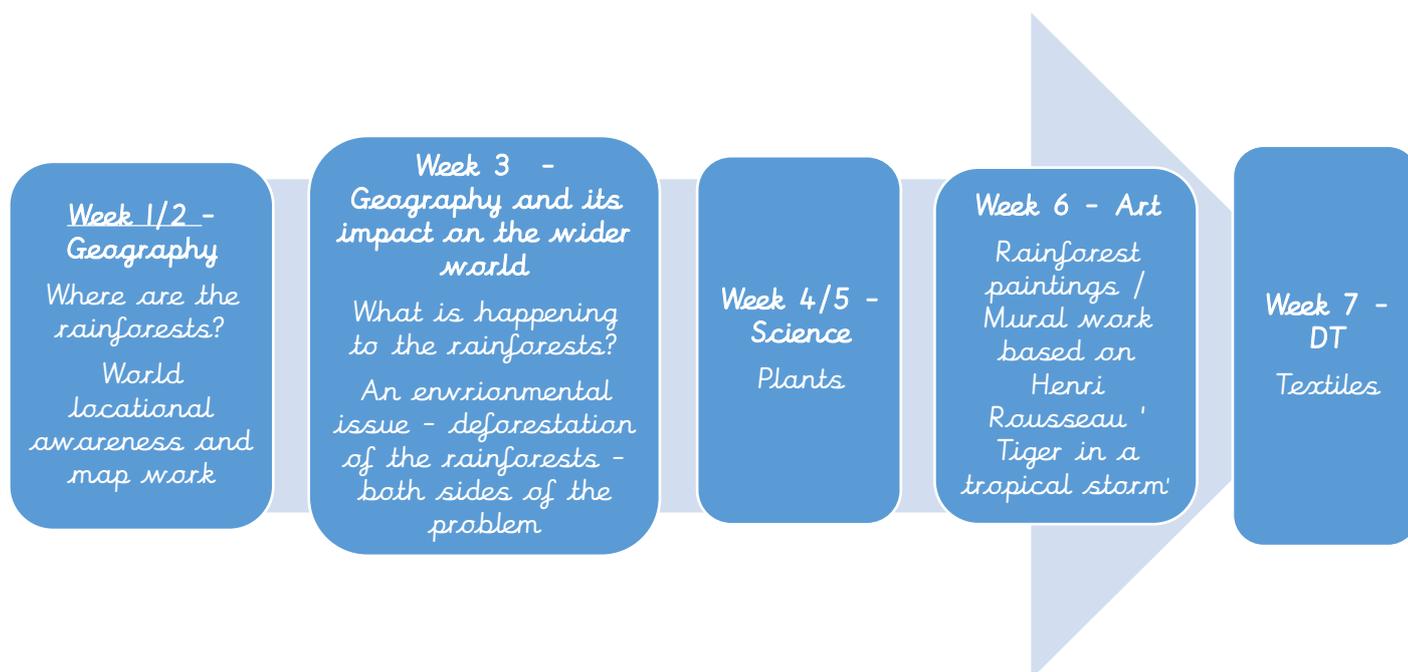


Year 3 Geography / Science Based topic - The Amazing Amazon! (7 weeks)



Topic overview - Children will learn about the location and climate of rainforests in the world, using atlases to develop their understanding of the world (ie. equator, hemispheres, continents and countries). They will learn about the structure of rainforests and plants and animals which live within them and how these are threatened by deforestation. They will also look at plant growth in general in the science focus weeks. They will produce a rainforest painting based on the work on Henri Rousseau showing their own rainforest scene using his techniques and style.

<p><u>Art specific skills for this unit</u></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Make initial sketches as a preparation for painting. • Show an awareness of objects having a third dimension and perspective. • Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. <p><u>Paint</u></p> <ul style="list-style-type: none"> • Make colour wheels (primary, secondary, tertiary and complementary colours). • Work with different size brushes to create different effects. • Apply colour using different 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> • sketching • line • shape • form • post-impressionism • abstract <p><u>Previous Knowledge:</u></p> <ul style="list-style-type: none"> • Make lighter and darker tones of a colour. • Recognise warm and cold colours. • Use a sketchbook to plan and develop simple ideas and store information on colour mixing, the colour wheel and colour spectrums. • Select different size brushes to create different marks appropriate to the desired outcome • What landscape means
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<p>techniques e.g.washes, stippling, blending, layering, scratching, texturing, splashing etc).</p> <ul style="list-style-type: none"> Use a sketchbook to record explorations and experimentations as well as planning ideas, colours and collecting source material for future work. <p>Knowledge Children will know that Henri Rousseau's style of art was called post-impressionism (an abstract style of art) which means that he didn't try to paint things exactly as they look in real life.</p>	<ul style="list-style-type: none"> Understand the difference between warm and cold colours How to use a colour wheel
<p>Science <u>Working scientifically skills for this unit (for investigation)</u></p> <ul style="list-style-type: none"> Pupils can, with support, develop relevant & testable questions Pupils can plan enquiry such as a fair test or a comparative test Pupils can use various equipment as instructed Pupils can use standard measurements and recognise the importance of being accurate Pupils can, with some support, use words and diagrams to record findings Pupils can answer various questions based on the data collected Pupils can use evidence to write a conclusion referring to the evidence specifically and data more accurately Pupils can suggest how an experiment could be extended <p>Science Big Questions: How much water does a plant need to grow? (Observing over time) What are the different ways that seeds disperse? (Research using secondary sources.)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> enquiry testable investigate 	<p>Science knowledge for this unit Plants</p> <ul style="list-style-type: none"> 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) and how they vary from plant to plant 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. <p>Vocabulary:</p> <ul style="list-style-type: none"> roots, stem, leaves and flowers. transported pollination seed formation seed dispersal <p>Previous Knowledge:</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay

- *experiment*
- *comparative test*
- *fair test*
- *record*
- *gather*
- *data*
- *classify*

healthy.

Previous knowledge

- *asking simple questions and recognising that they can be answered in different ways*
- *observing closely using simple equipment*
- *performing simple tests*
- *identify and classifying*
- *use observations and ideas to suggest answers to questions*
- *Gathering and recording data to help in answering questions*

Geography skills

Geographical skills and enquiry

- *Begin to ask/ initiate more in depth geographical questions.*
- *Use non-fiction books, stories, atlases, pictures/photos and the internet as sources of information.*
- *Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied to build their knowledge of the United Kingdom and places they know the wider world.*

Locational knowledge

- *Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.*

Knowledge

- *Children will know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).*
- *Children will know what countries the Amazon rainforest covers.*
- *Children will know the climate of the Amazon rainforest.*
- *Children will know the size of the Amazon rainforest.*

Vocabulary:

- *latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones*
- *climate zones, biomes, vegetation belts.*

Previous Knowledge:

- *Name and locate the 7 continents and the surrounding oceans*
- *Understand that a world map shows all the countries of the world. Identify the UK and countries where members of the class come from.*
- *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*
- *Asia, Africa, North America, South America, Antarctica, Europe, Australasia*

- 5 Oceans of the world
- Know how to use a map by using grid reference to locate

DT skills

Textiles

In year three we learn how to cut shapes out of fabric using paper templates and pins. We stitch a variety of fabrics, such as felt, trying to make our stitches as small and neat as possible.

Knowledge

Children will know what paper templates are and how they can help us to create shapes

Children will learn basic stitches

Vocabulary:

textiles, stitch, attach, template, fabric

Previous Knowledge:

Using a running stitch to sew and join different fabrics.

Binka with smaller holes used and begin to use metal needles.

PSHE skills

Living in the Wider World

- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- what is meant by a diverse community; how different groups make up the wider/local community around the school
 - how the community helps everyone to feel included and values the different contributions that people make
- how to be respectful towards people who may live differently to them

Knowledge:

See skills

Vocabulary

community, group, diverse, local, wider, contributions

Previous Knowledge:

Belonging to a group; roles and responsibilities; being the same and different in the community