

Unit Planner: Extreme Earth

Year 3 - 13 Weeks

<p>Concepts: Power, Freedom, Sustainability, Impact</p>	<p>Intent: To understand how natural disasters affects the world we live in. To analyse the world we live in and understand the parts of the Earth. To understand where in the world we live and how climate affects different zones. To classify, investigate and compare and contrast different types of rocks.</p>	
<p>Curriculum Statements</p>	<p>Starter: Recreate Earthquake in classroom Outcome: Green screen news reports</p>	
<p><u>National curriculum subject</u> Geography Pupils should be taught to: Ask and respond to geographical questions. Analyse evidence and draw conclusions. Recognise that different people hold different views about an issue. Understand and use geographical terms and vocabulary - topic specific. Use and interpret maps, globes, atlases and digital mapping to locate countries and key features. Use grid references and the 8 points of a compass. Know the physical and human features of the locality studied. Name and locate cities within the UK. Explain about different weather conditions/patterns in the UK and the wider world.</p> <p>Science Pupils should be taught to: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Recognise that soils are made from rocks and organic matter. Report on findings from enquiries. Describe in simple terms how fossils are formed. Identify differences, similarities or changes related to a simple scientific idea or process.</p> <p>Art Pupils should be taught to: Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Know about some of the great artists, architects and designers in history and describe their work. Explore shading, using different media. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p> <p>DT Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p>	<p>Subject: Geography</p> <ol style="list-style-type: none"> Can I identify and locate the world's 7 continents and 5 oceans? Can I locate the U.K and identify other countries on a map? Can I investigate local geography and explore weather patterns in the U.K, collecting data from fieldwork? Can I understand climate zones and how this effects the weather in the wider world? Can I understand different extremes of mother earth? Can I understand how volcanoes are formed, what causes a volcanic eruption and what lasting effect does it have on local geography? Can I understand how a hurricane is formed and how it effects local geography? Can I understand what causes Earthquakes and how it effects the local geography? Can I understand what causes Tsunamis and how it effects the local geography? Can I compare Leicester to learnt danger zones around the world? 	<p>Key Vocabulary:</p> <p>Temperate, Tropic, Arctic, Equator, Longitude, Latitude, Fault lines, Tectonic plates, Ring of Fire, Crust, Core, Mantle, Climate Continent Europe Equator Pacific ocean Atlantic ocean Indian ocean Southern ocean Arctic ocean Asia Africa North America South America Antarctica Europe Australia, Equator Magma Crust Eruption Lava Conduit Mantle Vent Extinct Ash Fault Volcano Core Active Crater , tsunامي, hurricane, earthquake, danger zones, fieldwork</p>
	<p>Subject: Science</p> <p><u>Rocks</u></p> <ol style="list-style-type: none"> Can I explain what classification / grouping is? Can I group different rocks according to their properties? What different rock types are there (regroup and label following from previous lesson). Can I investigate the effects of water on rocks? <p><u>Scientist study</u></p> <ol style="list-style-type: none"> Can I look at and research a famous scientist? Can I understand why Mary Anning was important? <p><u>Light</u></p> <p>Can I raise my own questions about the world around me? Can I make careful observations and take accurate measurements? Can I look for naturally occurring patterns and relationships? Can I conduct a shadow investigation? Can I complete a scientific report on an investigation?</p> <p><u>Magnets & Forces</u></p> <p>Can I understand how friction can affect the movement of objects on different surfaces? Can I carry out an investigation on friction? Can I complete a scientific report on an investigation? Can I investigate how magnets attract or repel and group objects based on this property? Can I complete a magnet investigation? Can I complete a scientific report on an investigation?</p>	<p>Rocks, Fossils, Soils, Bone, Igneous, Sedimentary, Metamorphic, Permeable, Impermeable, Fossilisation, Layer, Limestone, Slate, Granite, Hard, Soft, Smooth, Grainy, Dull, Fizz</p>
	<p>Subject: Art and DT</p>	

<p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors</p> <p>RE</p> <p>See SACRE unit</p> <p>Computing</p> <p>With support select and use a variety of software to accomplish goals.</p> <p>PSHE</p> <p>Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>Consider the lives of people living in other places, and people with different values and customs</p> <p>Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>Know strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>Know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>Differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>Music</p> <p>Play and perform in solo or ensemble contexts with confidence</p>	<p>7, 8, 9. Can you plan, design and construct a volcano?DT</p> <p>13. Can I use a range of media to achieve variations in line, texture, tone, colour, shape and pattern?</p> <p>14. Can I use a developed colour vocabulary to create a painting (Hokusai's great wave)</p>	<p>Tint, Shade, Paint, Tone, Draw, Light, Dark, Fade, Evaluate</p>		
	<p>Subject: R.E Unit 3 (Why is Easter important for Christians?)</p> <p>Can I discuss why Christians follow Jesus?</p> <p>Can I explain the importance of Easter?</p>	<p>Easter, Jesus, Jerusalem, Judas, Last Supper, Palm Sunday, Disciples, Angel, Crucified</p>		
	<p>Subject: Computing</p>	<p>Design, Input, Output, Respectful</p>		
	<p>21. Can I create a Adobe Spark Post explain why MA was important</p>			
	<p>Subject: PHSE - Risk, Danger and Hazard</p> <p>22. Can I talk about how best to respond to natural disasters and how we can deal with loss, change and bereavement?</p> <p>22. Can I identify a range of hazards in school that may cause me harm (e.g. fire risks)?</p>	<p>Dangers, environment, human rights, debate, concerns, values, resources, unhappy, anxious, lonely, culture, hazards, safety, risks</p>		
	<p>Subject: Music</p>			
	<p>23. Can I perform storm music with percussion instruments?</p>			
	<p>Text types:</p>	<p>Literature:</p>	<p>Everyone's Welcome Book: Two Monsters</p>	<p>Maths links:</p> <p>Data Handling - Population, average</p>
	<p>Diary Letter</p>	<p>Escape from Vesuvius</p>		
	<p>Enrichment: Volcano explosion showcase</p>	<p>Science Day - Light Computing - Twinkl MFL - Twinkl</p>		

Lesson	Learning Challenge	Outcomes	Concepts
1. Geography	Can I identify and locate the world's 7 continents and 5 oceans? Can I locate the U.K and identify other countries on a map?	Double page spread	Belonging + Curiosity
2. Geography	Can I investigate local geography and explore weather patterns in the U.K, collecting data from fieldwork?	Books	Impact
3. Geography	Can I understand climate zones and how this effects the weather in the wider world?	Map work	Impact
4. Geography	Can I understand different extremes of mother earth?	Books	Power
5. Geography	Can I understand how volcanoes are formed, what causes a volcanic eruption and what lasting effect does it have on local geography?	Circle book explaining parts of a volcano and what they do	Impact + Power
6. D&T	Can I plan, design and construct a volcano?	Art/ D&T books	
7. D&T	Can I plan, design and construct a volcano?	Practical	
8. D&T	Can I plan, design and construct a volcano?	Practical	
9. Geography	Can I understand how a hurricane is formed and how it effects local geography?	DPS	Impact + Power
10. Geography	Can I understand what causes Earthquakes and how it effects the local geography?	DPS	Impact + Power
11. Geography	Can I understand what causes Tsunamis and how it effects the local geography?	DPS	Impact + Power
12. D&T	Can I use a range of media to achieve variations in line, texture, tone, colour, shape and pattern?	Art/ D&T books	
13. D&T	Can I use a developed colour vocabulary to create a painting (Hokusai's great wave)	Art/ D&T books	
14. Geography	Can I compare Leicester to learnt danger zones around the world?	Books	Freedom
15. Geography	Can I explain what classification/ grouping is? Can I group rocks according to their properties?	Books	

16. Geography	What different rock types are there? (regroup and label following previous lesson)	Books	
17. Geography	Can I understand the process of fossilisation?	Explain process of fossilisation in science books	
18. Science	Can I investigate the effects of water on rocks?	Investigation	
19. Science	Can I research famous scientists? Can I understand why Mary Anning was important?	Scientist Study	Impact
20. Computing	Can I create an Adobe Spark Post explain why MA was important	Scientist Study using Spark Post	Impact
21. PHSE	Can I talk about how best to respond to natural disasters and how we can deal with loss, change and bereavement?	Discussion + Floor books	Change
22. PHSE	Can I identify a range of hazards in school that may cause me harm? (e.g. fire risks)	Books	Impact
23. Music	Can I create storm music with percussion instruments?	Practical	
24.	Knowledge organiser quiz		
25. Science	Can I understand how friction can affect the movement of objects on different surfaces?		
26. Science	Can I carry out an investigation on friction?		
27. Science	Can I complete a scientific report on an investigation?		
28. Science	Can I investigate how magnets attract or repel and group objects based on this property?		
29. Science	Can I complete a magnet investigation?		
30. Science	Can I complete a scientific report on an investigation?		
31. Science	Can I raise my own questions about the world around me?		

32. Science	Can I make careful observations and take accurate measurements?		
33. Science	Can I look for naturally occurring patterns and relationships?		
34. Science	Can I conduct a shadow investigation?		
35. Science	Can I complete a scientific report on an investigation?		

RE discrete Unit - Green Issues and Creation

Lesson	Learning Challenge	Outcome	Concepts
1.	Can I understand what creation is?	Books	Belonging and Home
2.	Can I understand how different religions believe the world was created?	Books	Belonging and Home
3.	Can I understand what "wow" and "ow" is in relation to earth?	Books	Belonging and Home
4.	Can I understand how the creator feels about the destruction of his creation?	Books	Belonging and Home
5.	Can I understand the impact on the world that humans have?	Books	Belonging and Home