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| **Project Plan**  **Main project** or *minor Whole School Project (WSP)*  Term - Spring 2020 Year Group 3 | | | | |
|  | **FRAMING THE PROJECT- MAKING THE PROJECT MEANINGFUL** | | | |
| **DISCOVER**  Geography | **Topic Focus**  **Concept and Questions** | **Book/s used (link to concept) :** | **DRIVER REMINDER:** | **LEARNING BEHAVIOUR**  **REMINDER** |
| Project Focus:  **Geography.**  Concepts:  **Power, Change and Resilience.**  Wider Thinking Question:  **How Much Can Our Earth Handle?** | **Primary Text:**   * **The Iron Man** * **Tin Forest** | ***WHOLE SCHOOL NO NEED TO CHANGE*** | ***WHOLE SCHOOL NO NEED TO CHANGE*** |
| **Engage opportunities** | **Enrichment:** | |
| Engage afternoon linked to concepts. | Educational Visit to Magna. | |
| **Outcome/ Purpose** | | |
| To understand and recognise how resilient the planet has been. To understand what a natural disaster is and how these affect the Earth.  To understand the change that has taken place over the years and how this affects the planet. | | |
| **FOCUS** | | | |
| **Primary Subject:** | **Knowledge and Skills** | | |
| Geography | * Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. * **Physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. * Use a range of resources to identify the key physical and human features of a location. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. * Ask and answer geographical questions about the physical and human characteristics of a location. | | |
| **ENHANCEMENT** | | | |
| **Other Subjects** | **Knowledge and Skills** | | |
| Art | * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. | | |
| History | * Use appropriate historical vocabulary to communicate, including:   dates, time period, era, change and chronology. | | |
| Design and Technology | * Choose suitable techniques to construct products or to repair items * Strengthen materials using suitable techniques. | | |
| PSHE | * To learn how to make positive choices * To know that choices have consequences | | |
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| **Subject Areas to be taught discreetly** | **Knowledge and Skills (within Milestone)** |
| Science | * Compare and group together different kinds of rocks on the basis of their simple, physical properties. * Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. * Recognise that soils are made from rocks and organic matter. |
| P.E | Following Val Sabin scheme. |
| Music | * Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. * Sing from memory with accurate pitch. * Sing in tune. * Maintain a simple part within a group. * Pronounce words within a song clearly. * Show control of voice. * Play notes on an instrument with care so that they are clear. * Perform with control and awareness of others. * Compose and perform melodic songs. * Use sound to create abstract effects. |