

<p><b>Title:</b> <b>Around the World</b></p>	<p><b>Project overview</b> The aim of this project is for the children to compare the opportunities offered to children across the world: driving their own enquiry-led questions, making connections and comparisons and drawing conclusions about the opportunities offered to children around the world by making links to the four key values of responsibility, resilience, resourcefulness and respect. This will enable them to become global citizens.</p>	<p><b>Hook</b> Values walk around Harwell Village: - Develop an understanding of what makes Harwell a village? - Consider what opportunities children have in Harwell and identify real-life examples of where the four key school values can be seen in the village. - Understand different types of settlements - Build upon their knowledge of map reading and map making to plot different areas of Harwell on a map</p>	<p><b>Texts</b> <b>Fiction:</b> 'The Monkey and the Crocodile' - fable story from Ancient India  <b>Guided Reading:</b> The Egyptian Cinderella by Shirley Climo  <b>Class texts:</b> The Witches by Roald Dahl A Year Full of Stories: 52 Folk Tales and Legends From Around the World by Angela McAllister  <b>Non-Fiction:</b> Explanation text</p>	<p><b>Maths overview</b> Time Geometry Measurement  Consolidation of Summer learning  Daily times table practice and weekly test to support fluency.</p>
<p><b>Year group: 3</b> <b>Term: 6</b></p>				
<p><b>Driving question</b> <b>Do children across the world have the same opportunities?</b></p>	<p><b>Key Vocabulary</b> Transport, community, urban, rural, region, country, county, equator, Northern/Southern, hemisphere, settlement, volcano, lava, magma, eruption, tectonic plates, dormant, extinct, active, mountain, responsibility, resilience, resourcefulness, respect, fable, opportunity, culture, attract, repel, south pole, north pole, magnetic</p>	<p><b>Intended outcome</b> To showcase our knowledge of the opportunities children have in different countries by presenting information in a creative way and taking part in different debates.  Strings concert (Class 3 and Class 5)</p>	<p><b>Reading Environment:</b> Non-fiction geographical texts about different countries, settlements and natural features, such as volcanoes. Fiction texts including traditional tales from around the world.</p>	
			<p><b>Resources</b> Globes, atlases, maps of the world, iPads, Play Doh, fabric samples, paint, fabric dye, magnets, clipboards</p>	<p><b>Areas of learning subjects</b> Geography, Art, PE, PSHE, RE, Music</p>
<p>How does learning build on prior understanding? Other year groups and other learning?</p>	<p>Content What will we learn?</p>	<p>Creativity How will we show our learning in different ways?</p>	<p>Ethos How does the project embed our values?</p>	<p>How will this project prepare for future learning?</p>
<p><b>Link to term 1 - Chocolate Geography</b> - Learning about fairtrade in Ghana and the opportunities children have to be resilient in helping their families in the production of cocoa and the opportunities they have. Learning where Ghana is located and understanding its</p>	<p><b>History and Geography</b> - To know the counties within the UK - Concentrating on the differences in the North and southern hemispheres - To begin to match boundaries (e.g. find same boundary of a county on different scale maps) - To know and understand key aspects</p>	<p><b>Art Textiles:</b> - Using different fabrics to create art inspired by a variety of countries - Using a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different</p>	<p><b>Community links</b> - Understanding how children in Harwell and across the world show the four key values. - Recognising the position and opportunities they have as global citizens and becoming more knowledgeable about the world.</p>	<p><b>Link to Class 5 - Fairground Forces Science</b> - Class 5 learnt about how forces work to create their own mechanical fairground rides.</p>

<p>human and natural features</p> <ul style="list-style-type: none"> <li>- This Geographical understanding will help the children compare different opportunities children have and consider differences in northern, equatorial and southern hemispheres.</li> </ul> <p><b>Link to term 3 - Vile Victorians Geography</b></p> <ul style="list-style-type: none"> <li>- Using maps and atlases to locate cities within the UK</li> <li>- Being able to use maps will allow the children to identify different countries across the world on both a large and smaller scale.</li> </ul> <p><b>Link to term 5 - Growth and Empire Geography and PE</b></p> <ul style="list-style-type: none"> <li>- Make a map of a short route experiences with features in current order (not to scale)</li> <li>- Following maps and instructions correctly</li> <li>- Moving from one location to another - safely</li> <li>- The children will build upon these skills by making a map of Harwell village and plotting the values they can see on there (not to scale)</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Understanding more about global citizenship through the relationships topic</li> <li>- This will help Class 3 make connections to the position of children across the world and consider the opportunities they have</li> </ul> <p><b>Link to Class 1 - Harwell Happenings Geography and History</b></p> <ul style="list-style-type: none"> <li>- Class 1 learnt about how Harwell has changed as a village and will continue to</li> </ul>	<p>of:</p> <ul style="list-style-type: none"> <li>- Types of settlements</li> <li>- Volcanoes</li> <li>- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</li> </ul> <p><b>Science</b></p> <p>Forces and Magnets:</p> <ul style="list-style-type: none"> <li>- Notice that some forces need contact but magnetic forces can act at a distance</li> <li>- Describe magnets as having two poles</li> <li>- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> <li>- <i>Comparative/Fair testing</i></li> <li>- <i>Pattern seeking</i></li> <li>- <i>Identifying/Classifying/Grouping</i></li> </ul> <p><b>PSHE</b></p> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- Understanding that everyone is unique and special</li> <li>- Expressing how they feel when change happens</li> <li>- Understanding and respecting the changes that they see in themselves and other people</li> <li>- Knowing who to ask if they are worried about change and start to consider the changes they will make next year as they move to a new class</li> </ul> <p><b>RE</b></p> <p><b>Hinduism - 'Would visiting the River Ganges feel special to a non-Hindu?'</b></p> <ul style="list-style-type: none"> <li>- Understanding the significance of the River Ganges both for a Hindu and non-Hindu.</li> </ul>	<p>textural effects</p> <p><b>Form and Sculpture:</b></p> <ul style="list-style-type: none"> <li>- Create forms and sculptures from various different materials</li> <li>- Learn how bonding different materials help to build up shapes</li> <li>- Create models and structures</li> </ul> <p><b>ICT</b></p> <p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>- Take a series of pictures to form an animation.</li> <li>- Move items within their animation to create movement on playback.</li> <li>- Edit and improve their animation.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Performing in the Strings concert to share what they have learned and play their instruments for their parents/carers.</li> </ul> <p><b>Literacy/ Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Writing fables and poems inspired by traditional tales from a variety of countries and cultures.</li> </ul> <p><b>Home project</b></p> <ul style="list-style-type: none"> <li>- Research a country that they know very little about and then present the information they find in a creative way.</li> <li>- Make links to the four key values, position of childhood in their country and</li> <li>- Taking ownership of their learning and initiating their own enquiries</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness of how life is both and similar and different for children around the world.</li> </ul> <p><b>Possibilities</b></p> <ul style="list-style-type: none"> <li>- Considering the potential impact they can have upon the world as global citizens.</li> <li>- Knowing that they could have the opportunity to travel anywhere in the world and explore wonderful, exciting places.</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Respect for other cultures, lifestyles and peoples beliefs. <b>Geography and RE</b></li> <li>- Understanding and respecting the changes they see in themselves and others. <b>PSHE</b></li> </ul> <p><b>Resourcefulness</b></p> <ul style="list-style-type: none"> <li>- Being resourceful can lead to the creation of a new community. <b>Geography</b></li> </ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>- Children across the world show resilience in different ways and overcome challenges presented to them</li> <li>- Being resilient in <b>PE</b> when learning different athletic skills and being able to keep going when they are challenged.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>- Being a global citizen with rights, opportunities and responsibilities who understands how some of the actions and work of people around the world help and influence their lives. <b>Geography</b></li> <li>- To be responsible for their behaviour when representing the school during the village walk. <b>Hook</b></li> </ul>	<ul style="list-style-type: none"> <li>- Class 3 will learn about forces and magnets, including what they are and which objects are magnetic.</li> </ul> <p><b>Link to Class 6 - Nations Geography</b></p> <ul style="list-style-type: none"> <li>- Class 6 have learnt about their local and wider geographic surroundings and how they compare to others.</li> <li>- Class 3 will study their local area using fieldwork and compare it to different countries around the world.</li> </ul>
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<p>change in the future, including everyday home life. They devised a basic map and noted changes in living and lifestyle.</p> <ul style="list-style-type: none"><li>- Class 3 will identify the opportunities that children have in Harwell and compare them to those of children in other countries.</li></ul> <p><b>Link to Class 2 - Exploration and Discovery</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>- Class 2 learnt about the name, location and characteristics of the four countries of the UK, including what each is like and what has been discovered there?</li><li>- Having this understanding will help Class 3 to locate different countries on maps, understand the significance of the northern and southern hemispheres and the equator.</li></ul>				
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