

BIG PROJECT OVERVIEW- YEAR GROUP 3

	AUTUMN	SPRING	SUMMER
BIG PROJECT	To write a letter to the Mayor of Doncaster about deforestation in the local area.	To make an Iron Age tunic, using recycled fabric on an economical budget.	To share a message with our local community encouraging healthy eating by marching with purpose and chanting
MORAL PURPOSE	<ul style="list-style-type: none"> • Understand how local actions affect the wider world. • Understand the importance of environmentally responsible living and global inequalities in ecological footprints. • Can give evidence for an argument, being able to assess different viewpoints and present counter arguments. • Have a sense of responsibility for the environment and the use of resources. • Have a commitment to taking action to protect and improve the environment and quality of life for people living locally and globally 	<ul style="list-style-type: none"> • Budgeting and recognising the value of money. • Discuss how to use budgets to plan their spending. • Use terms such as budget, expenditure, income and profit. • Make global connections between people and countries (eg, through trade and communications) • Understand people's dependencies on the environment. • Work co-operatively to solve problems or achieve goals. 	<ul style="list-style-type: none"> • Understand the contributions of different cultures to our lives. • Listen attentively and question and respond to others. • Express their own views and ideas on issues, clearly, using a range of appropriate methods/ • Give reasons, evidence and examples in support of an opinion.

	<ul style="list-style-type: none"> Can identify connections between personal decisions and issues affecting people locally and globally. 		
LA STRATEGY LINKS	<p>Greener and cleaner:</p> <ul style="list-style-type: none"> Knowledge and awareness of environmental issues and opportunities to respond. <p>Healthy and compassionate</p> <ul style="list-style-type: none"> Promoting healthy learning environments. <p>Greener & Cleaner</p> <p>Healthy & Compassionate</p>	<p>Greener and cleaner:</p> <ul style="list-style-type: none"> Opportunities for project-based learning that meets environmental challenges. Knowledge and awareness of environmental issues and opportunities to respond <p>Skilled and creative:</p> <ul style="list-style-type: none"> A well-balanced curriculum with learning that 'extends beyond the classroom' to develop learner creativity in additional and non-traditional learning environments. <p>Greener & Cleaner</p> <p>Skilled & Creative</p>	<p>Healthy and compassionate</p> <ul style="list-style-type: none"> An education and skills system that works closely with health and social care. <p>Fair and Inclusive</p> <ul style="list-style-type: none"> Supporting our disconnected communities to access learning provision. <p>Skilled & Creative</p> <p>Healthy & Compassionate</p> <p>Fair & Inclusive</p>

<p>LINK TO PREVIOUS LEARNING (IN-YEAR AND PREVIOUS)</p>	<p>Features of a letter</p> <ul style="list-style-type: none"> - (y2 writing a letter to Augustus loop). <p>Sustainable Development (Year 2)</p> <ul style="list-style-type: none"> - Recognise positive and negative impacts of people's actions (incl own personal choices) on others and the environment - Understand how people can damage or improve the environment <p>Communication (Year 2)</p> <ul style="list-style-type: none"> - Participate in discussions about issues that affect self, others and the wider world - Can state opinions and start to give reasons for these - Listens carefully to others <p>Concern for the Environment and Commitment to Sustainable Development (year 2)</p> <ul style="list-style-type: none"> - Demonstrates concern about the local 	<p>D&T:</p> <ul style="list-style-type: none"> -Plan, make, review process (In year link) -Materials (In year link) -Textiles (Previous year groups e.g Y1 making puppets) <p>Maths:</p> <ul style="list-style-type: none"> -Measurement (In year link) -Money (In year link) <p>History:</p> <ul style="list-style-type: none"> -Iron Age - trading with travellers to acquire goods. (In Year link) <p>Links in textiles with Year 1 puppets</p>	<p>Literacy:</p> <ul style="list-style-type: none"> -Create a short poem to promote healthy living. (In Year link) <p>PE:</p> <ul style="list-style-type: none"> -Controlled and deliberate movement. -Team work <p>Music:</p> <ul style="list-style-type: none"> -Rhythm and pace (In Year Link) -Keeping in time. (In Year Link) <p>History:</p> <p>Romans - explore how they dominate the territory they concur and spread their message within a community. (In Year Link)</p> <p>Science:</p> <p>Healthy Living (Y2 Science)</p>
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	<p>environment and a willingness to care for it</p> <ul style="list-style-type: none"> - Takes care of resources, not wasting them 		
<p>SCAFFOLD TASKS AND BUILD UP (TIMINGS INCLUDED)</p>	<ul style="list-style-type: none"> • Look at the features of letters in comparison to other genres of writing (Guess who activity). Identify persuasive language and technical vocabulary. • What is deforestation? (Human and physical causes) • Look at an example of a letter (linked to deforestation) and carry out a text analysis • Assess different viewpoints of deforestation, focusing on the negative. Children to use diamond 9 activity to order negative reasons. • Look at the masterplan of local area which includes deforestation. What are the positive and negative affects? • Begin to write a persuasive letter to Ross Jones about the deforestation in the local area. Scaffold this one paragraph at a time and give time for editing and 	<p>Iron Age tunic project with specific guidance on the plan, make and review process. (The following tasks will be used as sub-headings to guide independent project once they have been taught it in a structured way through the Roman purses project.)</p> <ul style="list-style-type: none"> • Design brief • Researching designs, design features, materials and reasons why people use purses. • How will you meet the design specification? • Look at different sewing techniques/stitches • Designing and planning tunic including materials/tools • Testing/prototypes • Making using taught skills and knowledge linked to textiles • Evaluating: What would you do next time? <p>Enterprise and Finance</p>	<ul style="list-style-type: none"> • Recap the features of a poem (previous in year learning). • Focus on the syllables of word creating rhythm which can be clapped and used to emphasis words. • What can we do to be healthy? (recap previous learning from year 2.) • Explore the importance of being part of a community and looking after each other. • Explore how we are going to use the influences of the Roman Army - how they showed power and dominance when marching to share our message of staying healthy with our community. • Write short poems which can be chanted when marching focusing on the rhythm of the words and using our feet as a continuous base line to keep in time.

	improving after each paragraph.	<ul style="list-style-type: none">• <i>Cost Materials</i> – environmentally sustainable materials• <i>Make choices based on best value and sustainable materials.</i>• <i>Cost out final item to sell.</i>	<ul style="list-style-type: none">• <i>Perform marches on the school field.</i>
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