

# Creative curriculum Planning

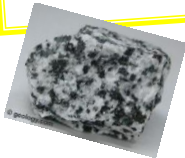
Year 3 - Extreme Earth – Spring 1

### Year 3 Creative Curriculum (Spring 1)

## Extreme Earth - Areas of

*As Historians we will be looking at different extreme weathers throughout time and how they have effected people and places.*

*We will use cameras and iPad's to record role play interviews after an extreme weather type has affected a civilisation to include in our news report. We will also be using the green screen to record our own weather reports.*



*As Artists we will be  
using different painting  
and drawing skills to  
create art pieces of  
extreme weather types.*



*As good citizens we will learn how to empathise  
with those who have been affected by extreme  
weather and the destruction it causes.*

## Learning



*In Design Technology we  
will design a 'Care Pack' for  
the survivors of an  
earthquake.*



Independent Learning	Possibilities	Fresh Experiences	Social, Spiritual, Moral, Emotional and Cultural learning
<p>We will use a range of sources to learn about weather conditions around the world and their impact on civilisations. We will develop and pose our own questions, which we have to then research, to develop our own understanding.</p>	<p>The possibility of a future job as a weather reporter, storm chaser, environmentalist, charity worker, paramedic and reporter.</p>	<p>We will be using the Green Screen as part of our news reports. We will visit Magna.</p>	<p>We will explore the mass destruction extreme weathers have on civilisations and empathise with them.</p>

## Copthorne Primary School Creative Curriculum

### Medium Term Planning Overview

Theme: Extreme Earth

Timescale: 7 weeks

Week	Content / Activities
<b>1</b> <b>Earthquake</b>	-To identify patterns and communicate geographically about the 'Ring of Fire' and Earthquakes. -To practise and refine different stitches
<b>2</b> <b>Earthquake</b>	Chn write a news report about the impact an Earthquake has had on a settlement. -To communicate geographically about the impact an earthquake has. -To join materials using a range of stitches
<b>3</b> <b>Water Cycle</b>	-To communicate geographically about the water cycle. -To compose a piece of music to accompany the oral retelling of the watercycle.
<b>4</b> <b>Tornados</b>	-To communicate geographically about how a tornado forms and the impact it has -To cut, shape and join materials using a chosen stitch
<b>5</b> <b>Volcanoes</b>	-Revisit volcanoes from within science unit. Recap vocabulary and process of a volcanic eruption. Using paint and pastels to create different line, shapes and textures to create an art piece of a volcano erupting. -To use shape, line and texture to create a volcano art piece. -To cut, shape and join materials using a chosen stitch
<b>6</b> <b>Floods and droughts</b>	-To investigate patterns of where floods and drought occur.

