

Unit Planner: How Much of a Muggle Are You?

Year 3 - 11 Weeks

<p>Concept: Belonging, Freedom, Conflict, Friendship, Change, Fairness, Transition, Home, Equality, Citizenship</p>	<p>Intent: To understand how an author can use imagination to create a magical world. To empathise with a character going through transitions in their life. To conduct scientific investigations linked to plants and light. To understand morals and values and how they help us to become good citizens.</p>	
<p>National Curriculum Statements (Target Tracker)</p>	<p>Starter: Hagrid delivering a letter inviting children to Hogwarts.</p>	
<p>Pupils will be taught to - <u>RE</u> See SACRE document - unit 4/5 <u>Science</u> Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings Recognise that he/she needs light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change <u>DT</u> Use knowledge of existing products to design his/her own functional product. 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. <u>Computing</u></p>	<p>Subject: Science <u>Plants</u> <i>'What do plants need to grow?' experiment</i> Can I evaluate which plant is best to create a potion? Can I up some simple practical enquiries, comparative and fair tests? Can I recognise when a simple fair test is necessary and help to decide how to set it up? Can I think of more than one variable factor? Can I report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions? Can I say whether I was surprised at the results or not? Can I say what I would change about my investigation? <u>Light</u> <i>Shadow investigation:</i> <i>(Record shadow lengths over the duration of a couple of day.)</i> Can I raise questions about the world around me? Can I make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers? Can I look for naturally occurring patterns and relationships and decide what data to collect to identify them? Can I make decisions about what observations to make, how long to make them for and the type of simple equipment that could be used?</p>	<p>Key Vocabulary: Petal, Flower, Stigma, Style, Ovary, Ovule Stem, Sepal, Filament, Anther, Pollen, Nutrition, Growth, Bud, Blossom, Reproduction, Bulb, Grow, Water, Healthy Temperature, Germination, Photosynthesis, Transport Light, Reflect, Shadow, Mirror, Light sources, Torch, Opaque, Transparent Translucent, Distance, Straight line</p>
	<p>Subject: D&T Can I use a range of materials to design a wand? Can I plan, design and construct a simple model? Can I use Papier Mache to create a wand?</p>	<p>Design, Layer, Mould, Twist, Wrap</p>
	<p>Subject: RE Unit 4/5 <i>Discrete RE - Who inspires me?</i> Who Inspires us? Who Inspires Harry Potter and Why? Can I research people I aspire to? What are my aspirations? Can I identify aspirational Christians around the world? <i>Discrete RE - Values - What matters the most?</i> What does my family look like? How can I be the best person in my family? Who is my role model? How can I cope with change? What are my values? What are the most valuable things in life?</p>	<p>Aspirations, Strengths, Weaknesses, Feelings, Emotions, Transition, Loss, Achievements, Cheerful, Unhappy, Furious, Jealous, Anxious, Embarrassed, Lonely, Loving, Confident, Curious, Marriage, Divorce, Positive, Negative, Culture, Religion, Disability, Bullying, Bully, Victim, Problem, Solution, Dispute, Aggression</p>
	<p>Subject: PSHE What is a secret? Can I explore dangers/ hazards linked to railway tracks and roads? Can I keep myself and others safe?</p>	<p>Safety, Emergency, Protect, Physical, Exercise, Danger, Hazard, Risk, Mindfulness, Resisting Pressure, Confidential, Secret, Private,</p>
	<p>Subject: Music</p>	<p>Pitch, Pulse, Tempo, Melody, Dynamics</p>

<p>With support select and use a variety of software to accomplish goals. Use simple search technologies. Use simple search technologies and recognise that some sources are more reliable than others. <u>Geography</u> Ask and respond to geographical questions. Recognise that different people hold different views about an issue and begin to understand some of the reasons why. Communicate findings in ways appropriate to the task or for the audience. Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features Make plans and maps using symbols and keys. Recognise there are similarities and differences between places. <u>Music</u> Understand that composition is when a composer writes down and records a musical idea. Play and perform in solo or ensemble contexts with confidence Develop an understanding of formal, written notation which includes crotchets and rests. <u>PHSE</u> Differentiate between the terms, 'risk', 'danger' and 'hazard' 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 Recognise how their increasing independence brings increased responsibility to keep themselves and others safe Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media Know the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' Recognise and manage 'dares' Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>	<p>Can I compose melodies and songs? Can I create graphic notations for a piece of music? Can I create accompaniments to a tune? Can I combine different sounds to create a specific mood or feeling?</p> <p>Subject: ICT</p> <p>Can I use Google Earth to locate places on a map? Can I create a Wordle about a HP character</p> <p>Subject: Geography</p> <p>Can I locate UK on a world map? Can I look at various maps to identify where Hogwarts is? Can I compare the physical geography between Hogwarts and Leicester? Can I use a BeeBot to plan a route to Hogwarts on a map?</p> <p>Text types: Letter Character Description Setting description Newspaper report Recipe Rap</p> <p>Enrichment: Visit to Harry Potter Studios</p>	<p>E-safety, WWW, Google Earth, Tool, Key, Left, Right, North, South, East, West, Turn, Clockwise, Anti Clockwise.</p> <p>Map, Symbols, Key, Locate</p> <p>Maths links: Measure ingredient to make a potion</p>
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