



<b>Intent:</b>	To understand the geographical variety of the UK. To conduct scientific investigations linked to plants. To understand morals and values and how they help us to become good citizens.	
<b>Starter:</b>	Heritage Box and Visit a Traditional English Village.	
<b>Core Texts:</b>	Poppy Goes Wild.	
<b>Key Concepts:</b>	Belonging, Freedom, Change, Fairness, Transition, Home, Equality, Citizenship.	
<b>Outcome Pieces:</b>	Double Page Spread. Self Portrait, Wordle, Science Investigation.	
<b>Enrichment:</b>	Visit a traditional English village.	
<b>Subject Area:</b>	<b>Statements:</b>	<b>Key Vocabulary:</b>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Can I learn what the functions of a flowering plant are?</li> <li>• Can I dissect a Lilly and identify the key features of a flowering plant?</li> <li>• Can I identify what requirements plants have to live, grow and how do they vary?</li> <li>• Can I understand how water is transported?</li> <li>• Can I explain the Life Cycle of plants – pollination?</li> <li>• Can I explain the life cycle of plants – seed formation?</li> <li>• Can I explain the life cycle of plants – seed dispersal?</li> <li>• Can I carry out a scientific investigation? (Celery Investigation)</li> <li>• Can I name the scientific equipment we're using for an investigation?</li> <li>• Can I identify what variables I could change and assess the investigation?</li> </ul>	Petal, Flower, Stigma, Style, Ovary, Ovule Stem, Sepal, Filament, Anther, Pollen, Nutrition, Growth, Bud, Blossom, Reproduction, Bulb, Grow, Water, Healthy, Temperature, Germination, Photosynthesis, Transport
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants?: roots, stem/trunk, leaves and flowers.</li> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and ow they vary from plant to plant.</li> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Can I use an atlas?</li> <li>• Can I name &amp; locate UK countries?</li> <li>• Can I make and use a map?</li> <li>• Can I research the physical geography of the UK?</li> <li>• Can I research and compare the key features of Devon, London, Lake District and the Scottish Highlands?</li> </ul>	UK, Atlas, Map, Compass, Directions, Key, Research, Geography, Key Features, Historical Changes
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>
<b>History</b>	N/A	



	<b>National Curriculum:</b> N/A	
<b>Design Technology</b>	N/A	N/A
	<b>National Curriculum:</b> N/A	
<b>Art</b>	<ul style="list-style-type: none"> <li>• Can I draw a self-portrait?</li> <li>• Can I evaluate my piece of artwork?</li> <li>• Can I learn about David Hockney?</li> <li>• Can I test different media out to establish suitability?</li> <li>• Can I create a mixed media landscape inspired by Hockney?</li> <li>• Can I assess mine and my peers work and create EBIs</li> </ul>	Self Portrait, Primary colours, Secondary Colours, Shade, Print, Colour, Tint, Shade, Blend, Texture, Mix, Shade, Wash, Layer, Tear, Print, Stitch, Sew, Needle, Thread, Fabric, Weave, Shade, Paint, Tone, Draw, Light, Dark, Fade, Evaluate
	<b>National Curriculum:</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• about great artists, architects and designers in history.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Can I sing meadow songs?</li> </ul>	Pitch, Pulse, Tempo, Melody, Dynamics
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• develop an understanding of the history of music.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Can I understand and rules for living?</li> <li>• Can I understand right from wrong?</li> <li>• Can I understand how important peace is?</li> <li>• Can I create a code for living that will encourage peace?</li> </ul>	Citizen, Difference, Diversity, Legal, Illegal, Values, Respect, Tolerance, Identity, Election, Human Rights, Law, Community, Duties, Environment, Debate, Concerns, Values, Loan, Tax, Interest, Debt, Consumer, Anti-Social Behaviour, Resources, Enterprise
	<b>National Curriculum:</b>	See PSHE Subject Leader Document.
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>• Can I understand what codes Christians follow?</li> <li>• Can I research people I aspire to emulate?</li> <li>• What are my aspirations?</li> <li>• Can I identify aspirational Christians around the world?</li> </ul>	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
	<b>National Curriculum:</b>	See SACRE Document.



<b>Computing</b>	<ul style="list-style-type: none"> <li>Can I create a Wordle about Britain?</li> </ul> <p><b>E-Safety – Project Evolve</b> Strand 1 – Self Image and Identity Strand 2 – Online Relationships See Project Evolve Document.</p> <p><b>NCEE Unit 1: Connecting Computers</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">To explain how digital devices function.</td></tr> <tr><td style="padding: 2px;">To identify input and output devices.</td></tr> <tr><td style="padding: 2px;">To recognise how digital devices can change the way we work.</td></tr> <tr><td style="padding: 2px;">To explain how a computer network can be used to share information.</td></tr> <tr><td style="padding: 2px;">To explore how digital devices can be connected.</td></tr> <tr><td style="padding: 2px;">To recognise the physical components of a network.</td></tr> </table>	To explain how digital devices function.	To identify input and output devices.	To recognise how digital devices can change the way we work.	To explain how a computer network can be used to share information.	To explore how digital devices can be connected.	To recognise the physical components of a network.	WWW, Tool, Wordle, Save, Open, Font Type, Font Size.
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<b>National Curriculum:</b>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>							

Year 3 Unit Plan: What makes Britain Beautiful? (7 weeks) \*inc. Our Diverse Heritage.



Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. Art	Can I draw a self-portrait? Can I evaluate my piece of artwork?	Artwork	Heritage
2. PHSE	Can I understand and rules for living?	PHSE – Floor book	Citizenship
3. PHSE	Can I understand right from wrong?	PHSE – Floor book	Choices, responsibilities
4. RE	Can I understand what codes Christians follow?	RE – Floor book	Beliefs, morals
5. PHSE	Can I understand how important peace is?	PHSE – Floor book	Beliefs
6. PHSE	Can I create a code for living that will encourage peace?	PHSE – Floor book	
7. Geography	Can I use an atlas? Can I name & locate UK countries?	NA	Home, Citizenship, Freedom
8. Geography	Can I make and use a map?	Labelling of Map. Pin the Country on the map. Key vocabulary.	Belonging, Home
9. Geography	Can I research the physical geography of the UK?	Map and Twitter video	Transition
10. Geography	Can I research and compare the key features of Devon, London, Lake District and the Scottish Highlands?	Fact File	Home, Change
11. Science	Can I learn what the functions of a flowering plant are?	Diagram	Change, transition, belonging, equality
12. Science	Can I dissect a lilly and identify the key features of a flowering plant?	Timeline, fact files Diagram Pic Collage and written explanation	Change, transition, belonging, equality
13. Science	Can I identify what requirements plants have to live, grow and how do they vary?		
14. Science	Can I understand how water is transported?		

Year 3 Unit Plan: What makes Britain Beautiful? (7 weeks) \*inc. Our Diverse Heritage.



15. Science	Can I explain the Life Cycle of plants – pollination? Can I explain the life cycle of plants – seed formation? Can I explain the life cycle of plants – seed dispersal?	Diagram	
16. Science	Can I name the scientific equipment we're using for an investigation?	Single page explanation / Fact File	Change
17. Science	Can I identify what variables I could change and assess the investigation?		
18. Art	Can I learn about David Hockney? Can I test different media out to establish suitability? Can I create a mixed media landscape inspired by Hockney? Can I assess mine and my peers work and create EBIs?	Fact-File Patch test Artwork Reflection	
19. Music	Can I sing meadow songs?	Twitter Video	Change
20. PHSE / RE	Can I research people I aspire to emulate?	Factfile	
21. PHSE / RE	What are my aspirations?	Floor book	
22. PHSE / RE	Can I identify aspirational Christians around the world?	Floor book	
23. Computing	Can I create a Wordle about Britain?	Wordle	