

Year 3 Spring 1 '22 : Medium Term Plan –Foundation Subjects

Lens	This unit will explore all things 'mechanical'. The History unit of 'Transport in Ipswich' links well with this topic.
Text	The Iron Man – Fiction – This is one of the first 'longer' text the children will have been exposed to and tells a dramatic story. Its central theme is the classic outside story with the protagonist struggling to be accepted and dealing with great conflict. Both the style of writing and the themes will inform our three week block of third person adventure story writing.
400 Words / Key Vocab	Evidence, accounts, causes, civilisation, empire, legacy, discrimination, diversity, components, prototype, innovative.
Drivers	
Community	How did the community come together to deal with the Iron Man? How should a community deal with outsiders with different views/ideas to them? How can a community deal with conflict? What should a community do to ensure that all are welcome?
Whole child	Children to work on dance and drama projects to encourage confident performances. Art work will be displayed proudly in the class and around the larger school environment.
Communication	Recite our performance poems to another year group or each other. Do we communicate with just words? How do gestures and body language help us to communicate? Did difficulty communicating make Iron Man's struggle worse?
SMSC	
Spiritual	What do we believe about conflict? What does our faith tell us about how we should deal with conflict? What can we learn about bible stories that deal with conflict within the community and a clash of conflicting ideas?
Moral	Is war right and just? Is it ever a good idea? Why do people go to war? Should bombs or other weapons of destruction be used in any circumstances?
Social	How do communities come together to deal with conflict? What, in our society today, is a source of conflict amongst different people? In our own school community, how can we compromise and collaborate in order to co-exist happily?
Cultural	What, in our culture, stops us from getting along and living peacefully?
British values	

Democracy Rule of law Mutual respect Tolerance	Classroom opportunities to debate and to make decisions democratically.
	Why is voting a sign of a civilised country? How does it help us to make society more just and fair? What laws would have been put in place, in order for the Iron Man to live peacefully amongst the humans? What rules would he, and the humans, have had to follow in order to live together without conflict?
	Why should we respect the views of others ?
	Continuous PSHE lessons on treating people with respect and being tolerant to those with differing beliefs and backgrounds (RE). <i>British values.</i>

Science	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Milestone statement (Living things including evolution with a plant focus. BIOLOGY)	Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers • Ask relevant questions.	Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Set up simple, practical enquiries and comparative and fair tests.	Set up simple, practical enquiries and comparative and fair tests. Gather, record, classify and present data in a variety of ways to help in answering questions. • Gather, record, classify and present data in a variety of ways to help in answering questions.	Investigate the way in which water is transported within plants. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Gather, record, classify and present data in a variety of ways to help in answering questions.
Learning objective Know and understand	I can name the different parts of flowering plants and explain their jobs.	I can set up an investigation to find out what plants need to grow well.	I can record my observations and present the results of an investigation, using scientific language	I can investigate how water is transported in plants.	I can name the different parts of a flower and explain their role in pollination and fertilisation.	I can understand and order the stages of the life cycle of a flowering plant.
Learning activity	KWL and vocab. Show children pictures of plants and labels (without names, yet) of definitions and roles. Can children work out what each	How can we test the best conditions for growing a plant? What does a plant need? Get children to discuss and come up with their investigation.	Children will look at plants and decide best way to measure the results. How can we record our observations? Table? Graph?	How does water get around plants? How can we see this happening? Children will use food colouring on white flowers to	Focus in on a picture of a flower – what do you notice? What are the parts? Recap. Focus in on two key words – pollination and fertilisation.	Begin with a sorting task – what happens to a flowering plant over its lifetime? Use what you already know. How are seeds

	part of a plant does, based on where it is on the plant and what it looks like?	This will be a longitudinal study (over a week or two).	What do your results tell you? How will this information be useful for people/farmers etc?	see the transportation of water. Children will complete a to show this process, followed by a short writing task.	What do these words mean? Children to complete a vocab task where they will add drawings to show off their understanding of these terms in relation to flowers.	dispersed? Children to act out the stages of the life cycle of a plant. Children to now draw own images of the stages of the life cycle of a plant, adding own description to show understanding. Finally, answering BIG question – how do plants grow?
Key knowledge: What children must know and remember.	I can name the different parts of a plant. I can explain the jobs that the different parts of a plant do	I can think about what plants need to grow well. I can think of a question to investigate. I can predict what will happen in my investigation. I can plan what I will do to set up my investigation. I can set up my investigation carefully.	I can answer my original question using my observations. I can think about whether my prediction was accurate. I can explain my results using scientific language	I can explain the function of the stem. I can understand how water is transported in a plant.	I can identify the different parts of a flower. I can explain what each part of a flower does. I can explain the process of pollination. I can explain how pollination leads to fertilisation.	Children understand the process of seed dispersal. Children understand the processes of pollination, fertilisation and germination. Children can order the different stages of the life cycle of a flowering plant

Key vocabulary	petals, sepal, stamen, anther, filament, stigma, style, ovary, ovule, pollen tube, pollen, pollination, fertilisation, dispersal, pollination, fertilisation,
Assessment Task	Leaflet showing the life cycle of a plant- to include labelled diagrams.
Final piece to show learning across unit	

Art Autumn 1	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Milestone statement	<p>Experiment with creating mood with colour.</p> <p>Develop ideas from starting points throughout the curriculum</p>	<p>Adapt and refine ideas as they progress</p> <p>Explore ideas and collect visual information.</p>	<p>Collect information, sketches and resources.</p> <p>Replicate some of the technique used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by the study of others.</p>	<p>Mix materials to create texture.</p> <p>Use layers of two or more colours</p>	<p>Replicate patterns observed in natural and built environments.</p> <p>Use a layer of two or more colours.</p>	<p>I can use clay and other mouldable materials.</p> <p>Develop ideas from starting points throughout the curriculum</p>
Learning objective Know and understand	<p>I am learning to use paint for printmaking.</p> <p>Exploration of printing tools and materials</p>	<p>I am learning how to use a printing slab and roller</p>	<p>I am studying the art of Neil Bousfield.</p>	<p>I am learning to print using found objects.</p>	<p>I am learning to create relief printing block surfaces.</p>	<p>I am learning to use clay to create prints of rock strata.</p>
Learning activity	<p>I am learning to make a variety of marks using an ink roller</p>	<p>I am learning to use newspaper and a lightly-inked roller to take surface prints from textured objects.</p>	<p>I am learning to describe the art of Neil Bousfield to someone else.</p>	<p>I am learning to print using lollysticks, toothpicks and other objects</p>	<p>I am learning to prepare my ink slab and to use different thicknesses of paper and card.</p>	<p>I am learning to use clay to vary my print techniques.</p>

Key knowledge What children must know and remember.	That marks can be repeated for effect using a variety of tools.	That a range of effects can be made with paint	That paint techniques can be combined to create texture and shape.	That a range of effects can be made with paint.	There are lines and patterns in natural objects.	That a range of effects can be made with paint
Key vocabulary	Monoprint, impressed, roller, found objects, printmaker, block surfaces, ink slabs, clay.					
Assessment Task Final piece	CUSP Oracy and vocabulary question sheet- these cover all the techniques learnt in a block.					

History Autumn 1	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Milestone statement	Roads: Use evidence to ask questions and find answers to questions about the past	Vehicles (general): Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more	Trains: Using the concept of change over time representing this along with evidence on a timeline. Use appropriate historical vocabulary to	Air travel: Suggest causes and consequences of some of the main events and changes in history. Use dates and terms to describe events.	Waterfront: Use evidence to ask questions and find answers to questions about the past. Describe the characteristic features of the past including ideas, beliefs, attitudes	Pollution/impact Suggest causes and consequences of some of the main events and changes in history. Use dates and terms to describe events. Use appropriate

		accurate understanding of history	communicate including dates, time period, era, change, chronology		and experiences of men, women and children.	historical vocabulary to communicate including dates, time period, era, change, chronology.
Learning objective Know and understand	Know that road systems have developed over time. Be able to order these developments on a timeline	Know how people in Ipswich travelled at different points in history.	Know that the train system was an important development for travel across Britain and specifically Ipswich.	Know that history changes as a result of causes and consequences.	Know what the Ipswich Waterfront was used for and how it is significant for the history of transport in Ipswich.	Know that history is affected by causes and consequences.
Learning activity	Be able to order these developments on a timeline.	How do we get to school? Children to come up with ways of finding out what types of vehicles (introduce word) travelled on the road system at different times. Allow children time to research and make notes about how people might have got around in Ipswich at certain times. Use the Ipswich Transport Museum site for most of the	Children will explore the Ipswich train station and discover more about its history. They will be creating a time line and poster for the station, explaining why certain developments might have been significant for the residents of Ipswich. Briefly touch on the history of trains and how the station might have	Did you know that Ipswich used to have an airport? Show on a map! Show children pictures of the airport then and now – videos too of planes landing and taking off from the airport. Discuss why there was a need for an airport in Ipswich anyway? Where did people want to be able to go? Why do you think	Show children a picture of the waterfront – today and 100 years ago. How/why has it changed? What do we have in Ipswich (rivers) and how would that have helped people to travel around? Point children to a few websites about the Ipswich Waterfront. They will be tasked with answering the question – why did people use the	was it better to live in Ipswich 500/200 years ago or now? Why is that? •What is the impact of all the developments of transport in Ipswich? Brainstorm. Remind children about clear air workshop. •Environmental concerns and congestion – would it have been quicker to get across Ipswich

		<p>information – but other websites might be suitable. Children to create an informative guide that suggests how people in different eras would have travelled around Ipswich. End with a chat on sources – how did you find your information – how do you know we should trust it?</p>	<p>had to develop over time to suit the developments in train travel (coal to electric etc) – and focus on what is it like there today? How is it better for someone in Ipswich now who travels by train versus someone 50/100 years ago? Where can they go now? How fast can they get there? What does that mean for them and their lives? End of a chat about sources, where did we get this information from? How do we know that it is accurate?</p>	<p>the airport went away? Ask the children to produce an argument, set in 1993, where they would have to decide whether or not to close the airport. They should refer to research and come up with the reasons why it was a good idea to keep the airport and why it was no longer needed. Lead a discussion – do you think we need an airport in Ipswich now? Why not? What are the negatives to having an airport nearby? Brainstorm ideas and notes down. Did everyone agree?</p>	<p>waterfront/why was the waterfront so important for people in Ipswich? It is mostly used for housing and entertainment – why? Come up with ideas. Children to create an advertisement for the Ipswich Waterfront (back in the 1700/1800s).</p>	<p>500/200 years ago or now? Why? Children to answer question, drawing upon knowledge of development in roads, vehicles, public transport etc. Children to draw on prior learning in topic to answer the big question – How has transport changed the lives of people living in Ipswich? Which do they think was the most important development? Why that one? Give reasons and justify answers – using sources.</p>
Key knowledge	That events in history can be	Know how people in Ipswich travelled at	Know that the train system was an important development	Know that events in history are the	Know what the Ipswich Waterfront was used for and how it is	Know that there are negative aspects to advances in transport.

What children must know and remember.	represented on a chronological time line.	different points in history.	for travel across Britain and specifically Ipswich.	result of causes and consequences.	significant for the history of transport in Ipswich.	Use sources and prior learning to answer a big question.
Key vocabulary	Evidence, accounts, causes, civilisation, consequences, diverse, aqueduct, amphitheatre, industrial, revolution, society, empire, legacy, resistance, archaeologist, cultural, descendant Local, Transport, Road system, Concrete, Tarmac, Vehicles, Buses, Tram, Trolleybus, train, Locomotive, Tracks, Terminal, Nationalisation, Hangers, Airfield, Civil Aviation Authority, housing development, customs house, Port, Boats (sail boats, ships), Wet dock, Congestion, Pollution, Public transport, Quality.					
Assessment Task	Local history study – Would it be quicker to get across Ipswich now or 100 years ago?					
Final piece to show learning across unit						

Healthy relationships and valuing difference.

PSHE	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Milestone statement	Feelings and emotions: How do we feel? Recognising feelings in others: responding to how others are feeling.	Feelings and emotions: How do we feel? Confidentiality. Secrets, surprises, personal safety.	Healthy relationships: What makes happy, healthy relationships? Positive and healthy friendships and relationships. Maintaining friendships.	Healthy relationships: What makes happy, healthy relationships? Actions affecting ourselves and others. Working collaboratively. Acceptable and unacceptable touch	Valuing difference: How are we the same/different? Recognising and responding to bullying. Listening, opinions, viewpoints, respect, stereotypes.	Keeping safe Independence; increased responsibility; keeping safe; influences, behaviour; resisting pressure.
Learning objective Know and understand	Feelings and emotions I am learning to understand the emotions and	Feelings and emotions I am learning to understand the importance of	Healthy relationships I am learning to maintain positive	Healthy relationships I am learning to understand that I can say no to unhealthy relationships	Valuing difference I am learning to understand British values.	Keeping safe I am learning how to keep myself safe.

	feeling of myself and others	personal safety in relationships.	and healthy friendships.			
Learning activity	Ten:ten LKS2 Module 2	Ten:ten LKS2 Module 2	Ten:ten LKS2 Module 2	Ten:ten LKS2 Module 2	Ten:ten LKS2 Module 2	Ten:ten LKS2 Module 2
Key knowledge What children must know and remember.	How can one person's action affect another? Why is it important to think before we act?	Explain it is ok and important to talk to someone they trust if anyone makes them feel hurt, upset , confused etc.	Meditation session- My heart room. How can I identify what makes relationships good?	I can recognise that physical contact that is aggressive or hurtful is not acceptable.	I understand the importance of a fair society and can explain the meaning of British values.	Keeping safe. Resisting peer pressure.
Key vocabulary	conflicting, confidentiality, dares, maintaining, collaboratively, stereotypes, diversity, duties, lifestyle, media, pressure, peer, consequences, boundaries, discrimination.					
Assessment Task Final piece to show learning across unit	Write a letter to a friend giving advice about what a healthy relationship looks like.					