




Unit Planner: What Makes Britain Beautiful? (7 weeks)

Rationale

- Pupils start the unit learning about their own and other's heritage. This is to develop their understanding of community and British values and builds on last year's learning. Pupils are expected to present their heritage to the class to develop their oracy skills and confidence.
- Within RE, pupils study right and wrong and codes for living as well as people who inspire them. Key figures are picked specifically for our context and locality and the unit helps children think about their lasting impact on the world.
- Within the unit, the children learn about the physical and human geography of UK and experience two local field studies where they explore their photography skills as well as gaining a real life view of different geographical features. This build on their learning about the world and Africa in Year 2 and sets them up for learning about Britain again in Year 5.
- Pupils learn about the different parts and functions of a flowering plant, the life cycle of a plant and they learn about pollination and seed dispersal.
- The unit is enriched with trips and as well as Art and D and T projects that build on the skills learnt in key stage 1.

Core Texts	Key Figures		Enrichment	
	 <p>Marcus Rashford</p>  <p>David Attenborough</p>  <p>Amelia Earhart</p>	<ul style="list-style-type: none"> • Trip to Bradgate park • Trip to Leicester city centre including lunch at Frankie and Bennies 	<h3>Written outcomes</h3>	
		<ul style="list-style-type: none"> • Setting description • Newspaper article • Persuasive leaflet 		
Science unit	RE unit	Oracy	Cross curricular Links	
<ul style="list-style-type: none"> • Plants 	<ul style="list-style-type: none"> • Codes and rules for living • Right and wrong 	<ul style="list-style-type: none"> • Heritage presentation 	<ul style="list-style-type: none"> • D and T • PSHE 	<ul style="list-style-type: none"> • Art

Unit Sequence of Lessons - What make Britain Beautiful? (7 weeks)

Lesson	Learning Challenge	Outcomes	Adaptive teaching	Flashbacks
1.	Can I understand the rules and expectations of Year 3?	Welcome back.		What are the school values?
2. PSHE	This is our house Can I explain who I am? Can I say what makes me special?	Model your heritage as an example. Paper bag (Oracy links, 30 seconds to speak across the week) Give a sentences for LA ability children to practice. Speed dating Questions stems - get the children thinking about who they are.	LSAs support LA children with creating a script of what they will say.	What can you remember about your new teachers? Mini quiz - Mrs Stokes or Miss Haley?
3. PSHE	What does my family look like?	Family tree (photos from their bag) Learning about family connections and words - aunty, uncle ect. Discuss who they live with Make beautiful outcomes. Have faces with and without features. Bubble: Who is your favourite family member and why? Write something about that person.	Pre named pieces of paper e.g Mum, Dad, brother, sister,	What is a family? Who is in a family?
4. PSHE	Can I say where I have come from?	Share where they are from - circle time. What do you know about where you are from and can they locate it on a map. Floor book - mini passports- flag, where they are from, fact about that country. Bar graph - Display - portrait around the world map with string.	Sentence stems on passports	What 4 countries make up the UK? Which country do we live in?
5. Art	Self-portraits	<ol style="list-style-type: none"> 1. Photo of self to annotate. E.g I have blue eyes (like my dad) I will use this colour pencil. 2. Practise the skills - outline of face, eyes, nose, mouth, ears. 3. Have a go 	I have hair / eyes sentence stems	Name different lines - match lines to names Curved, straight, horizontal, vertical, zig-zagged Match shapes to shape names.

		4. Final piece - must be on white card and coloured in then backed ready for gallery viewing.		
6. RE	<p>This is our house (No outsiders books)</p> <p>Can I understand the codes and rules for living? (British values)</p> <p>Can I understand right from wrong? Behaviour and consequences. Looking at "Scar" from the lion king. What consequences his actions and behaviours have.</p>	<p>Class charter for year 3 expectations.</p> <p>Good behaviour and bad behaviour on a lion. Good on the inside and bad on the outside of picture.</p>	Topic group: What is good behaviour/bad? Adult scribe.	Match religions to their religious symbols.
7. RE	<p>Can I understand what codes Christians follow?</p> <p>Can I understand how important peace is?</p> <p>Can I create a code for living that will encourage peace?</p>	<p>Comparisons between religious teachings, law, morals. E.g. 10 commandments.</p> <p>Floor book - peace is... (little doves, finish sentence)</p> <p>Recipe for peace, floor book, diamond 9.</p>	Topic group. Adult scribe ideas	Christian non-Christian sort
8. RE	<p>Who inspires us?</p> <p>Can I research people I aspire to?</p> <p>What are my aspirations for Year 3?</p>	<ol style="list-style-type: none"> 1. What is an inspiring person? Who inspired you? Tell the Story of Marcus Rashford/ David Attenborough/ Ameila Earhart and do activity on them. 2. Compare them - what makes someone inspirational 3. Who inspires you? Let them look at all the Little Leaders Books for inspiration. Top Trump card. Present your card to the class. 	Topic group. Sentence starters. Adult scribe ideas.	What are the 10 commandments?
9. Geography	Can I identify the physical characteristics of the UK?	<p>Lots of photos on the tables of physical features of the UK and children decide if they are the UK or not and explain why. Oracy</p> <p>Waterfalls</p> <p>Mountains</p> <p>Cliffs of Dover</p> <p>Forests</p> <p>Beaches</p>	Topic group, adult support.	Name the 4 countries of the UK and locate them. What are the capital cities?

		<p>Then reveal they are all in fact in the UK. Recap what four countries make up the UK and their capitals.</p> <p>Children to stick pictures on UK map in books.</p> <p>Bubble: What does this tell you about the physical geography of the UK?</p>		
10. Geography	Can I understand keys and symbols on a map?	<p>Introduce them to maps and keys through looking at Atlases.</p> <p>Children to mark on a map that has the important cities on. Model mountains to the class. Discuss the key - the green is flat and the white is the highest mountain.</p> <p>Coastal lines, mountains, forests and rivers of the UK.</p> <p>Bubble: Why do you think there are no beaches at the top of Scotland.</p>	Map with pre-drawn areas: chn to colour or add symbol to show what the area is (topic group)	What is a physical feature of the UK?
11. Geography	Can I sort the human and physical features of Leicester?	<p>Children to group pictures in to human and physical features. Examples such as houses, buildings, roads, canals, rivers, mountains etc.</p> <p>Leicester City photos with labels:</p> <p>Population</p> <p>River Soar</p> <p>Abbey Park</p> <p>Bradgate Park</p> <p>Watermead</p> <p>Beacon Hill</p> <p>The Curve</p> <p>Houses</p> <p>Space Centre</p> <p>Football ground</p> <p>Highcross shopping Centre</p> <p>Thornton Reservoir</p> <p>Canals</p> <p>Plenary - Discuss humans affecting physical geography e.g planting trees.</p>	Topic group - adult scribe.	<p>True or false - physical features of the UK.</p> <p>e.g</p> <p>The UK has many mountains</p> <p>The UK has a rainforest</p> <p>The River Thames is in the UK.</p>
12. Art unit	1. Can I understand the evolution of photography?	Order photos chronologically and discuss the history of photography. Make a timeline in books. 5 key moments.	Topic group - 3 main moments to order. Word bank provided. Adult	What types of art forms are there?

	<p>2. Can I understand what makes a good photo?</p> <p>3. Practise taking photographs.</p>	<p>Sort bad photos and good photos. Word bank - blurry, focus, background, light, dark, close, far away,</p> <p>Chose a good photo and explain why it is good. Chose a bad photo and say why it is bad.</p> <p>Local area walk using ipads taking photos of the school grounds using knowledge learnt from previous session.</p>	<p>support. Adult scribe chn ideas.</p>	<p>e.g sculpture, painting, drawing, photography, clay, pottery,</p>
13. Geography	Can I plan a field study?	<p>Plan the fieldwork.</p> <p>Title: Can I investigate the human and physical features of Bradgate Park?</p> <p>Map</p> <p>Prediction using the map - I predict that Bradgate will have more physical features than humans features BECAUSE....</p> <p>Same for City Centre.</p>	Mixed ability groups	Recap -physical and human geography.
14. Trip Tuesday 19 th September	Bradgate Park Trip Complete field study sheet of human and physical geography.	<p>Use fieldwork sheet to find physical and human features of Bradgate Park.</p> <p>Have picnic.</p> <p>Take photos for art</p>	n/a groups	n/a
15. Trip to Highcross Thursday 21 st September	City Centre Complete field study sheet of human and physical geography.	<p>Use field work sheet to find the physical and human features of the City Centre.</p> <p>Frankie and Bennies.</p> <p>Take photos for art</p>	n/a groups	n/a
16. Science 2 weeks	Can I learn what the functions of a flowering plant are?	What are the functions of each part?	Match picture to function - group, adult scribe, stick in on sheet	Use the grounds to spot different plants and see if they can identify the features - Stem, roots, flower, leaves.

17.	Can I understand how water is transported in plants?	Use white carnations to plan and carry out water test.	Group work with adult. Sentence stems + equipment provided "firstly... next..."	Name the basic parts and functions of a plant. Match function to part.
18.	Can I identify what requirements plants have to live, grow and how to they vary?	Discuss the different variables that can be changed. Plant 4/5 different cress plants in different situations. Which will grow the best and why?	Group with adult. Sentence stems + equipment provided "firstly... next..."	What do plants need to grow well?
19.	Can I explain the life cycle of a plant?	Spinning wheel, create own cycle Gold: Write explanation, Silver: sort and characteristics, Bronze: cut and stick pictures	Topic group, adult support.	Life cycle of a human
20.	Can I explain pollination and different types of seed dispersal?	Half - pollination Half 0- different types of seed dispersal	Group work with adult	Recap - life cycle of a plant
21.	Can I draw conclusions from my plant investigations?	Conclusions for both experiments.	Sentence stems provided	Recap - What did we investigate last week?
22. D and T Week 7	Can I explore and evaluate existing bug hotels?	Purpose: Due to the lack of green space, The Wildlife Trust have asked if Fosse Mead Pupils can design and make bug hotels for the school grounds to give homes to more wildlife. Brief: It needs to fill the inside of a shoe box Must include a variety of spaces to attract different insects It must be made from a variety of natural materials. Researching bug hotels, create a mood board, what materials will we need, where would be a good place to build it? What materials can you use and why? What insects do you want to attract? What parts attract which insects?	Group with adult support. Adult scribe.	Match tools used in D and T to the name. What are they used for?
23.	Can I design a bug hotel following a brief?	Design a bug hotel - provide lots of different materials to use. Practical	Sentence stems and word bank. Group support.	Match materials to their name. What are the properties of these materials?

24.	Can I work in a group to make a bug hotel? Does my hotel meet the brief?	Make bug house in groups. Evaluate using design brief.	Group work with adult.	What are the requirements of the design brief?
25. Art	Can I select and present a portfolio of photographs?	Children to select favourite photographs that they have taken from the unit to create an art gallery in the hall. Parents to be invited.	n/a	