## **The Federation of the Church Schools of Shalfleet and Yarmouth**

Medium Term Plan: Shalfleet Year 3 Class: Star Term: Spring 2

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| Title: **Crafty Creations** – teacher led topic | Timescale: 6 weeks |
| **Rationale (including hook and big questions):**  Get ready Eco Warriors because during this topic we will be looking at one of the biggest, current threats to our planet, plastic waste. We will look at the work of today’s leading inspirational environmental campaigners including Greta Thunberg and David Attenborough, learning about the steps we can take, to protect our beautiful local countryside and oceans as well as the world as a whole. We will be using our crafting heads as we take inspiration from local and worldwide crafts people and discover how we can repurpose old things and create masterpieces from both rubbish and natural resources. We will be having a number of guest speakers in during the half term. Gill Mulcahy will be visiting us on Tuesday 3rd March to discuss the value of reduce, re-use, recycle and a representative from ‘My Funky Bags’ in Yarmouth will be coming to speak with us on Wednesday 18th March to show us how beautiful bags can be created from old plastic bottles and packaging. In art we will be exploring the work of different artists and creating our own piece of work in a similar style. For English we will be completing our work on The Houdini Box by Brian Selznick and then to continue the theme of magic and illusion, we will begin our exciting new text Leon and the Space Between by Angela McAllister. The children will have the opportunity to share their own skills as magicians and perform to the class.  In science, we will be using the school garden and conducting practical tasks in class to explore the secrets of plants, including plant parts, ideal growing conditions, their life cycle and water transportation.  The culmination of our topic will be a visit to a local beach and copse where we will generate our own art from nature’s beauty.  Get ready for World Book day on Thursday 5th March 2020 – further details to follow.  **The Big Questions:**  1. What dangers are waste and pollution posing to our planet?  2. What steps can we take as individuals to reduce waste and pollution?  3. How can we repurpose items to create beautiful products? | |
| Focus Curriculum Principle:  Promotes independence and curiosity  Coherent learning links and pathways  Valuing all children (learning is accessible to all) | |
| Main Subjects Covered:  Design Technology, Geography, Science and Art. | PSHE/SMSC: Respect and relationships. Showing respect to ourselves, others and our community/world. |
| Maths: Multiplication and Division, Money. | English: Text Driver – Leon and the place between by Angela McAllister  Instructions. Story writing. |
| Science: Plants including parts, lifecycle and requirements for life. | R.E. Suffering – Key events of Holy Week. |
| **Global/Cultural Link:**  Inspirational environmental campaigners – Greta Thunberg and David Attenborough.  Exploring impact of plastic pollution on a local and global scale. | **Trips/Events/Visitors/Risk Day:**  Gill Mulcahy – Waste Workshop – guest speaker.  My Funky Bags – Yarmouth Business – guest speaker.  FORM – sustainable surf boards – guest speaker  Treefall design – guest speaker  Roger Hanley – making bird boxes  World wildlife – talk guest speaker  Local beach and copse day – Federated with Yarmouth. Date tbc. |
| **Optional Home Task:** Explore the packaging from items in your household and plan/design a way to repurpose them. Share your repurposed item in class. Sites including Pintrest are good sources of ideas/inspiration. | **Homework:** Daily reading, weekly spelling focus (which is also a handwriting focus – please encourage children to present their work with care, applying their handwriting skills), times tables practise. |

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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Science | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. | 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.  Plan and set up an experiment to explore different growing conditions. | Outdoor investigations – linked to our long term study. ‘Do we see pollinating insects all year round?’ | Investigate the way in which water is transported within plants.  Monitor experiment to explore different growing conditions. | Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  Monitor experiment to explore different growing conditions. |
| History |  |  |  |  |  |  |
| Geography | Looking at our world – key features on the globe – Tropic of Cancer/Capricorn, Equator, Northern and Southern Hemisphere. | Exploring threats on a global scale – plastic pollution. Locating and naming key oceans and countries. | Exploring threats on a global scale – plastic pollution. Locating and naming key oceans and countries. | Exploring features of our own island – impact of human activity. | Local beach / environment study. |  |
| Art | Looking at the work of Karen Benjamin (collage) and Michelle Reader – Seven Wasted Men. Plan our own projects. | Collages – linked to our faces or the oceans – using recycled materials. | Collages continued – using recycled materials. | Pencil sketching of real life items from first hand experience. | Beach and copse art using natural resources. |  |
| Design and Technology |  | Guest speaker – reduce, re-use, recycle – exploring items made from old packaging/resources. | Guest speaker – using repurposed plastic to make bags. Outlining design task – what features will our bag need to have to be purposeful? | Designing our own bag using ideas explored so far. | Making our bag. | Making our bag. |
| Music |  | Make our own instruments. | Use instruments to follow a beat / musical pattern. | Use instruments to follow a beat / musical pattern. | Play tunes in a group. | Perform created music. |
| Computing | Recap E Safety  coding | Recap E Safety  coding | Recap E Safety  coding | Recap E Safety  Stop Animation | Recap E Safety  Stop Animation | Recap E Safety  Stop Animation |
| PE | Gymnastics and fitness. | Gymnastics and fitness. | Gymnastics and fitness.. | Gymnastics and fitness. | Gymnastics and fitness. | Gymnastics and fitness. |
| RE values | RE day focus – Suffering – Key events from Holy Week. Respect and relationships | | | | | |
| SMSC/PSHE | **Knowing myself**  I can tell when something is my fault and when something is not my fault.  I can take responsibility for my behaviour.  I can tell you the things that hurt my feelings. | **Understanding my**  **Feelings**  I can express feelings of guilt.  I can say when I might feel guilty.  I know when I will feel guilty and use this when I make a choice. | **Managing my**  **Feelings**  I can tell when I feel ashamed about something.  I know when to tell someone about it.  I know some things to do when I feel guilty. | **Understanding the feelings of others**  I can understand how I might hurt others.  I know how most people feel when they lose something or someone they love. | **Social skills**  I can tell you how I can make someone who is important to me happy.  I can tell you some ways to make amends if I have done something cruel or unkind.  I can tell you how I feel about the important people or animals in my life.  I know some ways to celebrate the life of someone I care about.  I can tell you about someone that I no longer see.  I understand that we can remember people even if we no longer see them. | **Making choices**  I know how to make a good choice.  I can take responsibility for what I choose to do. |