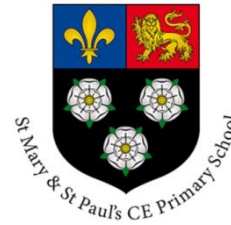


Life in all its fullness - through learning and love.



Termly Foundation Plan

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	
Art Topic Focus – Printing Block Relief – Flowers	NC Objective – I can draw details carefully. I can use my sketchbook.	NC Objective - I can draw in colour inspired by Henry Rousseau.	NC Objective - I can print using the Hapa-Zome technique used by India Flint.	NC Objective - I can explore the work of Georgia O’Keeffe and enlarge a picture of a flower.	NC Objective - I can design and prepare a flower block print using line drawing.	NC Objective - I can create a print using two different colours.	NC Objective - I can evaluate my artwork and suggest how to improve it.
	Activity – Children will sketch a variety of different flowers using pencil. They will also use some shading techniques.	Activity – Children will critically reflect on the work of Henry Rousseau. Then they will create a picture inspired by his work using oil pastels or pencil crayons.	Activity – To create print using flowers and leaves using the Hapa-Zome technique (hammering the flower onto fabric).	Activity – Children will look at the flower paintings of Georgia O’Keeffe. The will discuss the scale of the plants and how she has enlarged the flowers in her pictures. Children will draw a flower, enlarging it so that no longer fits the page.	Activity – Children to design their print using the previous weeks learning about flowers. They will create and prepare a block print using line drawing.	Activity – Children to use their flower block print to create a print using two different colours, layering up their print using cut- outs.	Activity – Children evaluate their artwork suggesting what they like about it and what they can do to improve it.
	Key Knowledge - To draw details showing that I have looked many	Key Knowledge - To learn about the artwork of Henry Rousseau. To critically investigate	Key Knowledge - To arrange patterns using different leaves/petals.	Key Knowledge - To recognise and discuss the artwork of Georgia O’Keeffe.	Key Knowledge - To use previous learning to create a design. To use line drawing to create a	Key Knowledge - To create a print using two colours. To layer their prints using cut-	Key Knowledge - To say what they did will in their artwork. To suggest how to

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	times at the picture or plant. To press hard and lightly to create different marks with my pencil. To look back at my drawings and discuss my ideas. To record a drawing in my sketchbook.	some of his artworks. To re-create a piece of his artwork selecting appropriate colours.	To create different effects by choosing tools carefully. To reflect on India Flint's artwork. To use the Hapa Zome technique.	To learn to scale up their drawing of flowers.	picture of a flower. To create a print on polystyrene.	outs to reveal the first print.	improve their own work.
Topic Vocabulary – Line, texture, pattern, form, structure, petal, flower, leaf, trunk, stem, bud, stamen, anthers, pollen, Line, shape, tone, Hapa-Zome, hammering, shape, effect, colour, dye, scale, enlarge, explode, detail, expand, soluble printing ink, roller, ink-tray, print roller, polystyrene, marks, indentation, line drawing, cut-outs, evaluate.							
Computing Topic Focus – My First Program	NC Objective - I can understand what a sprite is and create my own sprites in Scratch.	NC Objective - I can create my own background image for the stage.	NC Objective - I can create a variable and ask user for my input.	NC Objective - I can use random numbers from 1 to 100 in a program. I can use a loop to make a sprite move.	NC Objective - I can use a conditional statement to check the answer the user has given.	NC Objective - I can use operators to compare the answer given in order to give clues to the user.	NC Objective -
	Activity – Children will become familiar with the scratch programming program. They will design their own sprite using the software.	Activity – Children will use the Stage in Scratch and use the paint editor to create their own stage.	Activity – Children to create a variable for their game. Children to build in user input to their game.	Activity – Children to include the Random Number code block in their program. Children to begin to build loops within their game.	Activity – Explain conditional statements and how they are used in programming. Children to begin to build conditions into their game.	Activity – Children to use operators to form comparisons and complete their game.	Activity -
	Key Knowledge - To be able to use the Scratch	Key Knowledge - To know how to navigate to the	Key Knowledge - To know what a variable and an	Key Knowledge – To explain what a loop is and use it	Key Knowledge – To use conditional	Key Knowledge - Explain the use of operators and how	Key Knowledge -

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	<p>interface. To know what a sprite is. To be able to create a spirit using Scratch.</p>	<p>stage on Scratch. To use paint editor to create a stage.</p>	<p>input is. To be able to apply their knowledge in their own game.</p>	<p>in their game. To include a random number code block.</p>	<p>statements and build them into their game.</p>	<p>they are used within conditional statements.</p>	
<p>Topic Vocabulary – Variables, sprites, looping, conditional statements, conditional expression, instruction, program, software, stage, navigate, paint editor, variable, input, random number code block, operators, comparisons.</p>							
<p>Design Technology Topic Focus – Constructing a castle</p>	<p>NC Objective - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p>	<p>NC Objective – Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>NC Objective – Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (<i>Extension activity</i>). Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately</p>	<p>NC Objective - Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic. Evaluate Evaluate their ideas and products against their own design</p>			

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			<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic.</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>criteria and consider the views of others to improve their work</p>			
	<p>Activity – To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.</p> <p>Children will look at the features of a castle and will be</p>	<p>Activity – To design a castle.</p>	<p>Activity – To construct 3D nets.</p>	<p>Activity – To construct and evaluate my final product.</p>			

	able to identify key parts.						
	<p>Key Knowledge – I can identify different features of castles. I can design my own castle. I can label the features of my castle. I can explain why a castle needs to be strong and stable.</p>	<p>Key Knowledge – I know the features of a castle. I can add two design points to the Design Specification to appeal to the person/purpose of my castle. I can draw the design of my castle using 2D shapes, labelling: the 3D shapes that will create the features, materials I need and colours I will use.</p>	<p>Key Knowledge – I know that a net is what a 3D shape would look like if it were opened out flat. I can construct a range of 3D geometric shapes using a net by: Cutting along the bold lines. Folding along the dotted lines. Keeping the tabs the correct size. Making crisp folded edges Constructing the net using glue to make a geometric shape.</p>	<p>Key Knowledge - I can construct my castle to meet the requirements of my brief by: -making neat 3D shapes using nets -stacking shapes and recyclable materials to make the structures of my castle. -creating a castle base to secure my structures to. -adorning my castle with facades and other decorative features. I can evaluate my work and the work of others.</p>			
	<p>Topic Vocabulary – 2D, 3D, castle, design, key features, net, scoring, shape, stable, stiff</p>						
<p>Geography Topic Focus –What is life like in Conwy?</p>	<p>NC Objective - I can identify Conwy and its key features?</p>	<p>NC Objective - I can compare the physical geography of Conwy with that of my own area.</p>	<p>NC Objective - I can compare land use in Conwy with that of my own area.</p>	<p>NC Objective - I can compare the human geography of Conwy with</p>	<p>NC Objective - I can create a travel guide for a trip to Conwy.</p>	<p>NC Objective - I can compare the physical and human features of</p>	

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				that of my own area.		Conwy with those of Prescot.	
Activity – Children will identify where Conwy is on a map. Then they will look at the key physical features in Conwy i.e. the river, mountains and sea/harbour.	Activity – Children to look at photos of the physical features of Conwy. They will make a comparison between these features and the physical features of Prescot, looking at the similarities and differences.	Activity – Using digit maps, children will compare the land use in Conwy with Prescot.	Activity – Children will research the human geography (including culture and language differences) and history of both towns and make a fact file on each. They will then make a comparison of the human geography.	Activity – Children will create a travel guide for Conwy. Including information about where to stay, days out, where to eat and how to get there.	Activity – Children use their learning during the topic to imagine that they have moved to Conwy. They will write to their friends in Prescot comparing life in both places, thinking about the human and physical geography.		
Key Knowledge - To locate Conwy and my school on a map. To identify physical features and human features of Conwy using a map. To identify similarities and differences in locations of Conwy and my school.	Key Knowledge - To describe the landscape of Conwy town centre. To describe the landscape around Conwy. To tell you some similarities and differences between the landscape near Conwy and Prescot.	Key Knowledge - To name different types of land use. To identify the way land is used from a digital map. To use a key to record types of land use. To identify similarities and differences between land use in Conwy and where I live.	Key Knowledge - To explain the difference between human geography and physical geography. To tell you about the human geography of Conwy. To identify similarities and differences between the human geography of Conwy and where I live.	Key Knowledge - To tell you what planning is needed for a trip in the UK. To find information about travel options using a given website. To find information about accommodation using a given website. To find information about tourist destinations using a given website.	Key Knowledge - To compare the physical and human geography of Conwy and Conwy. To give ideas about how life is different for people living in Conwy and where I live. To give ideas about how life is similar for people living in Conwy and where I live.		

Topic Vocabulary – Conwy, town, Wales, North Wales, coast, physical features, human features, landscape, feature, similarities, differences, compare, land use, retail, leisure, housing, business, industrial, agricultural, digital map, physical geography, human geography, cultural, language, itinerary, travel guide, attraction, tourist, activities, summarise, imagine.							
History Topic Focus – Women who changed the world	NC Objective - I know some significant female rulers and monarchs. I can create a timeline of significant female rulers and monarchs.	NC Objective - I can look at a variety of historical source and draw conclusions about the person they relate to.	NC Objective - I know the motives of Emmeline Pankhurst and the suffrage movement and their lasting impact.	NC Objective - I know how women have improved science and medicine.	NC Objective - I can ask historical questions about an artist’s life and work. I know the impact of Frida Kahlo on the history of art.	NC Objective - I can select relevant information to explain women’s role in the civil rights movement.	
	Rulers and monarchs To learning about women’s role in the world prior to 1900. To learn about significant women who defied expectations and became world leaders and monarchs.	Women of courage To use a variety of historical sources to learn about the life and accomplishments of Grace Darling. To draw conclusions about a historical figure using source materials.	Suffrage To learn about and research the life of Emmeline Pankhurst. To understand the reasons behind the suffrage movement. To know of the lasting impact of the suffrage movement.	Science/medicine To research important women in the world of science and medicine (Rosalind Franklin, Mary Seacole, Marie Currie and Florence Nightingale). To explain their significance and understand their role in the development of science and medicine.	The arts To know about the life of Frida Kahlo. To understand the impact she has had on the arts. To ask historical questions about her life and work.	Civil rights To know about the significance of the civil rights movement both in America and in the UK. To learn about significant figures like Claudia Jones, Angela Davis, Rosa Parks and Ruby Bridges). To understand the motives behind their activism.	
Core Vocabulary Historical, Historian, Chronological order, evidence, sources, primary sources, secondary sources, artefacts, archeologist, historian, analyse, interpret, evaluate, research, theories.							

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	<p>New Vocabulary Leaders, rulers, shipwreck, arguments for and against, science, medicine, historical questions, Monarchs, lighthouse keeper, rescue, survivors, Northumberland, Farne Islands, suffrage, votes, democracy, parliament, women’s rights, Emmeline Pankhurst, militant action, peaceful protest, X-ray, Crimean War, DNA, nursing, Rosalind Franklin, Mary Seacole, Marie Currie, Florence Nightingale, Mexican, Frida Kahlo, self-portraits, inspired, nature, civil rights movement, Claudia Jones, Angela Davis, Rosa Parks, Ruby Bridges, segregation, activism, impact.</p>		
<p>Modern Foreign Language - Spanish Topic Focus - Days of the Week Topic Focus - School</p>	<p>NC Objectives - Summer 1 I can name the days of the week in Spanish using correct pronunciation I can read the days of the week in Spanish I can write the days of the week in Spanish I can say what the day is today/tomorrow/yesterday.</p>	<p>NC Objectives - Summer 2 I can name a range of school related items in Spanish using the correct pronunciation I can say and respond to some basic commands in Spanish I can read the names of school related items in Spanish I can write the names of school related items in Spanish</p>	<p>NC Objectives Assessment</p>
	<p>Key Knowledge lunes - Monday martes - Tuesday miércoles - Wednesday jueves - Thursday viernes - Friday sábado - Saturday domingo - Sunday la semana - the week dias - days Hoy es - Today is manana - tomorrow ayer - yesterday que dia es - what day is it?</p>	<p>Key Knowledge las ciencias = Science la educación física = P.E. la geografía = Geography la historia = History el inglés - English la informática = Computing la música = Music las matemáticas = Maths escuchad = listen Sentaos = sit down levanta la mano = put your hand up abrid los libros = open your books el libro (the book, pronounced: el lee-bro) el lápiz (the pencil, pronounced: el lah-pees) el bolígrafo (the pen, pronounced: el boh-lee-gra-foh) el borrador (the eraser, pronounced: el bor-rah-dor) el resaltador (the highlighter, pronounced: el reh-sahl-tah-dor) el crayón (crayon, pronounced: el krah-ee-onn) la regla (the ruler, pronounced: la reh-glah) la goma (the glue stick, pronounced: la goh-mah)</p>	

	el estuche de lápices (the pencil case, pronounced: el es-too-cheh deh lah-pee-ses)					
Topic Vocabulary - See Key Knowledge						
Music Topic Focus –Let Your Spirit Fly.	NC Objective - I can find the pulse in a song.	NC Objective - I can listen to and appraise a song.	NC Objective - I can discuss the structure of a song.	NC Objective - I can accompany a piece of music using the Recorder.	NC Objective - I can improvise a piece of music using notes C, D and E to accompany Let Your Spirit Fly.	NC Objective - I can perform the song Let Your Spirit Fly.
	Activity – To listen to the song Let Your Spirit Fly and find the pulse.	Activity – Children to appraise a song then practice singing Let Your Spirit Fly.	Activity – Children will continue to sing Bring us Together. They will identify the introduction, verse and chorus. We will start to accompany the song using recorders.	Activity – To continue to practice and improve Let Your Spirit Fly and accompany using the Recorder. Using notes; C and D.	Activity – Children will be played a piece of music to improvise along to.	Activity – Children to practice the song Let Your Spirit Fly then perform it.
	Key Knowledge - Children will be able to clap out a simple pulse in a song. Children will listen with attention to detail and recall sounds with increasing aural memory.	Key Knowledge - Children will listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great	Key Knowledge - Children will be able to identify the introduction, verse and chorus. They will start to use the recorder.	Key Knowledge - To use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Key Knowledge - To know what it means to improvise and understand that it should complement the song they are learning.	Key Knowledge - Children will apply their knowledge of the previous weeks.

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		composers and musicians.					
	Topic Vocabulary – Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.						
PSHE	NC Objective -	NC Objective -	NC Objective -	NC Objective -	NC Objective -	NC Objective -	NC Objective -
Topic Focus – Sex and Relationships	I know that our bodies are unique.	I can name male and female body parts.	I know what is appropriate and inappropriate physical contact	I know what consent means.	I know that all families are different.	I know who I can talk to if I need help.	I can complete a quiz about what I have learnt.
	Activity -	Activity -	Activity -	Activity -	Activity -	Activity -	Activity -
	Body difference matching.	Sort male and female body parts	Discuss unwanted touch scenario cards.	PANTS activity.	Family pictures activity.	Who can I talk to worksheets.	Quiz answering questions from each lesson.
	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
	Know and respect body differences between themselves and others.	Name male and female body parts (using agreed words)	Understand that each person’s body belongs to them Understand personal space and unwanted touch	Understand that each person’s body belongs to them Understand personal space and unwanted touch	Understand that all families are different and have different family member.	Identify who to go to for help and support.	See previous lessons.
	Topic Vocabulary – Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship						