

## Spring 2 – Foundation Overview (6 weeks) 'Guardians Of The Globe'



### Topic Overview

In this topic, we aim to raise the children's awareness of current global issues. The children will learn where their food comes from, why it is important to eat a healthy diet and how they can be proactive when it comes to saving the environment.

Assessment Criteria (Set against NC strands)	Assessment Criteria (In context to this unit)
<p><b><u>Year 3 Science objectives:</u></b></p> <p>1) setting up simple practical enquiries, comparative and fair tests</p> <p>2) making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>3) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>4) identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>5) using straightforward scientific evidence to answer questions or to support their findings</p> <p>6) asking relevant questions and using different types of scientific enquiries to answer them</p> <p>7) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p><b><u>KS2 DT objectives:</u></b></p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>Become competent in a range of cooking techniques</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p><b><u>Science context</u></b></p> <p>investigate the way in which water is transported within plants (1)</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (2)</p> <p>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 (3 and 4)</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.(5)</p> <p>Propose questions to investigate about plant growth (6)</p> <p>Write up experiments and draw up conclusions.</p> <p><b><u>Design Technology context</u></b></p> <p>Analyse their lunch boxes</p> <p>Make vegetable soup/broth</p> <p>Cleaning/peeling and chopping vegetables</p> <p>What foods are growing naturally at the time in our country</p> <p><b><u>KS2 Art objectives:</u></b></p> <p>Cutting out different flower parts to create own plant</p> <p>Create a background watercolour wash for a plant painting</p> <p>Mix paints to match the colour of a plant.</p>

<p><b><u>KS2 Art objectives:</u></b></p> <p>I can cut accurately  I can create a background using a wash  I can mix and match colours to match those in a given artwork</p> <p><b><u>KS2 PSHE objectives:</u></b></p> <ul style="list-style-type: none"> <li>▪ I can tell you about a person who has faced difficult challenges and achieved success</li> <li>▪ I can identify a dream/ambition that is important to me (Link to MOLIMA)</li> <li>▪ I enjoy facing new learning challenges and working out the best ways for me to achieve them</li> <li>▪ I am motivated and enthusiastic about achieving our new challenge</li> <li>▪ I can recognise obstacles which might hinder my achievement and can take steps to overcome them</li> <li>▪ I can evaluate my own learning process and identify how it can be better next time</li> </ul>	<p><b><u>KS2 PSHE context:</u></b></p> <p>I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)  I can imagine how I will feel when I achieve my dream/ambition  I can break down a goal into a number of steps and know how others could help me to achieve it  I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge  I can manage the feelings of frustration that may arise when obstacles occur</p> <p>I am confident in sharing my success with others and can store my feelings in my internal treasure chest</p>	
<p><b><u>Relationships to the wider world</u></b></p> <p>Where does the food we eat come from?  Famine/food waste in different parts of the world  Global warming</p>	<p><b><u>Opportunities to show Super Learning powers</u></b></p> <p>Respect – evaluating other people’s DT projects  Responsible – using different tools safely when making the marble runs  Resilient – work in small groups  Ready – good listening skills when following instructions</p>	
<p><b><u>Vocabulary</u></b></p> <p><b><u>Tier 2 – recycling, reusable, plastic, materials, waste, re-purposed, diary, process, environment, ingredients, health, pollution, planet, impact</u></b></p> <p><b><u>Tier 3 – evaluate, persuade, global warming, climate change, product, outcome, diet,</u></b></p>	<p><b><u>Prep/homework related tasks</u></b></p> <ol style="list-style-type: none"> <li>1) Keep a diary (with photos) for a week about the plastic you buy and throw away in your household.</li> <li>2) Grow a plant from a seed and keep a diary (with photos)</li> <li>3) Create a sculpture out of repurposed plastic</li> </ol> <p><b>Prep Hand-in Date - Monday 30<sup>th</sup> March</b></p>	
<p><b><u>SMSC</u></b></p> <p>Global warming  The part we play in polluting the world  What can we do to help the planet?  How can we inform other people?</p>	<p><b><u>British Values</u></b></p> <p>Respecting the environment  The rule of law – what laws have been changed to help protect the environment?</p>	<p><b><u>Trips/Hook</u></b></p> <p>Trip to supermarket to look at where food comes from</p>

<b>Key questions</b> What are the different parts of a flowering plant? What do plants need to grow and thrive?  Can you explain the life cycle of a plant?		<b>Assessment Answers</b> roots, stem/trunk, leaves and flowers Plants need air, light, water, nutrients from soil, and room to grow Flowering plants use pollination, seed formation and seed dispersal
<b>SPRING TERM – TOPIC 1</b>	<b>Foundation Overview</b>	
<b>Week 1 –</b>		
Tuesday	HOOK	Trip to Supermarket/ Supermarket food labelling examples
Thursday		
Friday – PSHE ■		
<b>Week 2</b>		
Tuesday		
Thursday		
Friday – PSHE ■ LO: I can identify a dream/ambition that is important to me (Link to MOLIMA)	See Jigsaw planning	See Jigsaw planning
<b>Week 3</b>		
Tuesday:	Recap on experiments from last week.	Children to finish write ups form last week.