

Urban Pioneers

Medium Term Topic Plan – Year 3

Term	Spring 2 (7 weeks)	Curriculum Strands	Society and Culture and Our Community.
Classroom Environment	Topic board to celebrate children’s learning from school and home. Age-appropriate geographical and historical vocabulary. Range of topic books including different genres and text types.	Super Starter & Education Visit/Visitor	Virtual tour of Rio de Janeiro. Teachers to arrange the classroom as though it is an aeroplane. Give chn each boarding pass and passport. Chn to watch virtual tour of Rio de Janeiro, noticing sounds, sights and features of a busy city. Chn to then research Rio de Janeiro and Brazil.
Key Texts	Emil and the Detectives by Erich Kästner. The Family from One End Street by Eve Garnett. The London Mystery by Siobhan Dowd (AR 4.1 Red)	End Product <i>(Assembly/Exhibition/ Showcase)</i>	Fantasy city designed by children and presented to class using persuasive language as to why you would want to live there.
English	Information Leaflets – write to inform - attract younger visitors to a city or town centre. Autobiographies - write to inform – perspective of an elderly person who has lived in their city or town for their whole lives. Urban poetry- write to entertain - inspired by ‘Last Night, I Saw the City Breathing’ by Andrew Fusek Peters. Signs and slogans - <i>(Art)</i>		
Science	Working Scientifically Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them Sc4/1.2 setting up simple practical enquiries, comparative and fair tests Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings. Light Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light Sc3/4.1b notice that light is reflected from surfaces Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object Sc3/4.1e find patterns in the way that the size of shadows change.		
P.E.	Indoor Gymnastics: Asymmetry, symmetry, jumping and rolling. PE2/1.1c develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		
Geography	<u>Super Starter:</u> Flight with passports and boarding passes to Rio de Janeiro. Flight simulated with video and cabin crew. Virtual city tour of Rio. <u>Urban Visit: Experience City Life</u> Identify what a city is and associate with urban N.C. Obj. Locational Knowledge locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Identifying the features of a city</u> Drama: Soundscape of city noises		

	<p>Looking at an ordnance survey map of Southampton and identifying prominent features, landmarks and buildings.</p> <p>N.C. Obj. Locational knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p><u>The similarities and differences between urban and rural Britain</u> Comparison between Pulborough and Birmingham</p> <p>N.C. Obj. Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><u>The impact of light in urban areas</u> To understand the purpose for light at night. To know what light pollution is and how it impacts the environment.</p> <p>N.C. Obj. Human and physical geography, locational knowledge, geographical skills and fieldwork <i>Linked to Science topic: Light</i> Identifying human characteristics of cities and understand how some aspects have changed over time. Impact on our climate. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Cross curricular (History)</u> <u>To recognise the importance of prominent urban buildings</u> Looking at prominent town centre buildings in Birmingham. Understand that a booming city has a rich heritage of architectural styles that have been influenced by historical events over many years. Know that metropolitan cities consist of a myriad of building designs, some of which are very old. Know that a city can be a place of archaeological interest.</p> <p>N.C. Obj. Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics, and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Design your own city</u> Understand what buildings and facilities a city would need and why. To demonstrate previous learning about urban areas.</p> <p>N.C. Obj. Human and physical geography describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography</p> <p><u>Cross curricular (English & Drama)</u> <u>To use persuasive language</u> To present to the class why their fantasy city should be the one you would want to live in. Persuade others to vote for my city using persuasive language and techniques.</p>
History	<p><u>Prominent Urban Buildings</u></p>
Art	<p><u>Urban Art - Banksy</u> Focus on Banksy. Chn to populate their sketchbook with information about Banksy and write short reviews about his art work. Chn to study Clacton Pigeon Mural, created by Banksy. Discuss the meaning of this piece of artwork and create their own piece of urban art with a message in sketchbooks. Chn to collaboratively create large piece of urban art on MDF - Focus to be decided (Possibly pigeons/fish).</p> <p>N.C. Obj. Learn about great artists, architects and designers in history.</p> <p>N.C. Obj. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>N.C. Obj. Create sketch books to record their observations and use them to review and revisit ideas</p>
D&T	<p><u>Buildings with lights</u></p>
Music	<p>Charanga - The Dragon Song Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

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