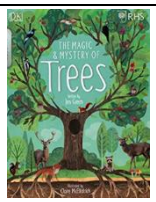
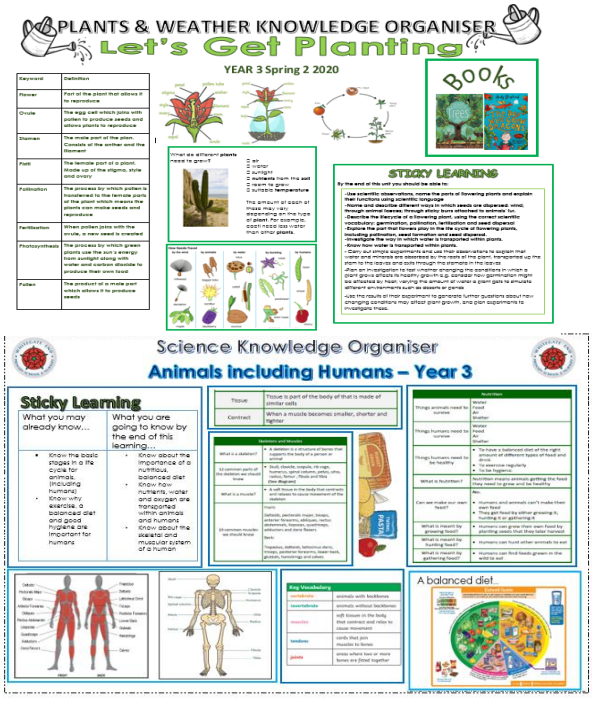
Topic-Medium Term Plan

Year 3 Spring 2	
Topic title	**<u>Let's Get Planting</u>**
Enquiry Driver	History/ Geography/ **Science**
Enquiry Enhancer	**Art/** DT/ Music/ Dance/ Science
WOW starter	Study of paintings, sketches drawings of plants Dissection of a flower / plant Planting seeds Decorating plant pots
National Curriculum Objectives	**Sc3/1 Working Scientifically** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: 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. **Sc3/2.1 Plants** Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Sc3/2.1b 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 Sc3/2.1c investigate the way in which water is transported within plants Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Animals inc. Humans • Know about the importance of a nutritious, balanced diet • Know how nutrients, water and oxygen are transported within animals and humans • Know about the skeletal and muscular system of a human

Topic-Medium Term Plan

Key Knowledge and Skills (driver)	**By the end of this unit the children should be able to:** **Use scientific observations, name the parts of flowering plants and explain their functions using scientific language** **-Name and describe different ways in which seeds are dispersed: wind; through animal faeces; through sticky burrs attached to animals' fur.** **-Describe the lifecycle of a flowering plant, using the correct scientific vocabulary: germination, pollination, fertilisation and seed dispersal** **-Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.** **-Investigate the way in which water is transported within plants.** **-Know how water is transported within plants.** - Carry out simple experiments and use their observations to explain that water and minerals are absorbed by the roots of the plant, transported up the stem to the leaves and exits through the stomata in the leaves -Plan an investigation to test whether changing the conditions in which a plant grows affects its healthy growth e.g. consider how germination might be affected by heat; varying the amount of water a plant gets to simulate different environments such as deserts or ponds -Use the results of their experiment to generate further questions about how changing conditions may affect plant growth, and plan experiments to investigate these.
Key Knowledge and Skills (enhancer)	Pupils should be taught: Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history. **By the end of this unit the children should be able to:** • know how to use sketches to produce a final piece of art • know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others • know how to show facial expressions in art. • know how to use different grades of pencil to shade and to show different tones and textures • know how to create a background using a wash • know how to use a range of brushes to create different effects in painting • know how to identify the techniques used by different artists • know how to compare the work of different artists • recognise when art is from different cultures • recognise when art is from different historical periods

Topic-Medium Term Plan

Sticky Learning	**By the end of this unit the children should be able to:** **Use scientific observations, name the parts of flowering plants and explain their functions using scientific language** **-Name and describe different ways in which seeds are dispersed: wind; through animal faeces; through sticky burrs attached to animals' fur.** **-Describe the lifecycle of a flowering plant, using the correct scientific vocabulary: germination, pollination, fertilisation and seed dispersal** **-Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.** **-Investigate the way in which water is transported within plants.** **-Know how water is transported within plants.** - Carry out simple experiments and use their observations to explain that water and minerals are absorbed by the roots of the plant, transported up the stem to the leaves and exits through the stomata in the leaves -Plan an investigation to test whether changing the conditions in which a plant grows affects its healthy growth e.g. consider how germination might be affected by heat; varying the amount of water a plant gets to simulate different environments such as deserts or ponds -Use the results of their experiment to generate further questions about how changing conditions may affect plant growth, and plan experiments to investigate these.
Supporting Text	 
Main Writing Genre Type of writing Eg-Persuasive Writing, narrative, non-chron report etc	P1: Information leaflet about different plants/trees P2: Story (character description)
Reflection of Learning	What are my favourite plants? Why are plants important?
Knowledge organiser	 PLANTS & WEATHER KNOWLEDGE ORGANISER Let's Get Planting YEAR 3 Spring 2 2020 BOOKS STICKY LEARNING Science Knowledge Organiser Animals including Humans – Year 3 Sticky Learning What you may already know... What you are going to know by the end of this learning... A balanced diet...

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Experts/ Experiences/ visits/ visitors			
Additional Links	**British Values**	**Outdoor Learning**	**Community /citizenship**
Pupil Voice	**Aspirations**	**Global Studies**	**Home Learning**