

SCIENCE

PLANTS

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem, 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
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- How does the amount of water/light/soil affect the height/number of leaves of a plant?
- How is seed germination affected by seed size / temperature / moisture / soil?
- How does the amount of space for roots affect the size of a plant?
- What affects the speed that water rises up a plant stem?

Working Scientifically

Compare

The effect of different factors on plant growth, for example the amount of light, the amount of fertiliser;

Discover

How seeds are formed by observing the different stages of plant life cycles over a period of time;

look

For patterns in the structure of fruits that relate to how the seeds are dispersed.

Observe

How water is transported in plants, for example by putting cut, white carnations into coloured water

How water travels up the stem to the flowers.

Other teaching ideas

- Growing cress seeds to illustrate phototropism (growing towards the light)
- Observational drawing of plants root systems
- Looking at root vegetables
- Sorting and grouping plants or pictures of plants according to those whose leaves we eat and those we do not
- Design a poster to show what plants need to grow
- Split the stem of a carnation upwards and put each half in a different food colouring
- Diagram of the transportation of water and nutrients through the plant

COMPUTING

Branching Database

- To sort objects using just YES/NO questions.
- To complete a branching database using 2Question.
- To create a branching database of the children's choice.

Online safety sessions based on a relevant topic.

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

YEAR 3 SUMMER 1

ARTS

Music – Pentatonic tunes

- Recognise and use steps and leaps in pitch
- Play rhythmic patterns and identify strong and weak beats
- Change dynamics gradually
- Change tempo gradually
- Recognise the difference in timbre between wooden, metal and stringed instruments
- Build layers and begin to use melodic accompaniments

Rounders/Cricket

- Throw and catch displaying with accuracy, in isolation and varied environments
- Demonstrate changes of direction, speed & level in competitive environments or during performances
- Use FUNDamentals of movement to employ simple tactics in competitive environment
- Displays an understanding of fair play, respect and working well with others

HUMANITIES

Biomes and Vegetation

Various enquiries including;

- What are Biomes?
 - Where are they?
- Focus on Rainforests (position and features) Desert:
- What grows there?
 - Why?

Using artefacts, sources and maps

FRENCH

Playtime

Children will be introduced to vocabulary that will enable them:

- To say where they live.
- To give details about a variety of rooms and furniture.
- Use basic verbs associated with the daily routine, in the first person.

Children will be able to do activities to recap colours and numbers as well as learning new vocabulary in this unit.

By the end children should be able to:

- Identify a given sound most times it appears when listening to a song.
- Recognise some familiar words and phrases in a spoken story.
- Use numbers and colours in descriptions.
- Say and write from memory several sentences about where they live and their daily routine, with good punctuation.
- Respond to a spoken question with a written answer in a full sentence.
- Confidently say sentences where the word order differs to English. Be able to give the gender of a noun from its article.