**Term: Spring 2 Year Group 3 2023-2024**

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| **Learning Challenge Question: Which came first, the chicken or the egg?**  **WOW – Orienteering**  **Homework**: |
| **Week 1:** **What do I already know about habitats?**  **WOW: Orienteering**  What do I know and what do I want to find out. |
| **Week 2**: **What type of animal am I?**  Science LI: I can group living things in different ways.  Science LI: I can use a classification key to group living things into mammals, birds, reptiles or amphipians. |
| **Week 3: Why are flowers beautiful?**  Science LI: I can describe the functions of different parts of a flowering plant  Science LI: I can observe how water is transported through plants. |
| **Week 4: Why are flowers beautiful?**  Science LI: I can observe what plants need to grow  Science LI: I can describe the lifecycle of flowering plants |
| **Week 5: Can I sketch a flower?**  Art LI: I can respond to drawings of flowers  ART LI: I can explore sketching a part of a flower by looking at its composition  Art LI: I can explore sketching a whole flower using scale |
| **Week 6: Can I sketch a flower?**  Art LI: I can investigate how I can create texture and tone with using a pastels  Art LI; I can reflect on my art  REFLECTION: quiz |

**Class Novel**: Earth Shattering Events

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| **Driver: Science** | **Observation over time** | **Pattern seeking** | **Identifying and classifying** |
| **LKS2 Plants**   * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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.   **LKS2 Living Things and Their Habitats**   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things * I can raise my own and other relevant questions about world around me. * I can begin to make my own decisions about the most appropriate types of scientific enquiry. * I can begin to make decisions about what/how long/how to observe change over time * I can use criteria for grouping sorting and classifying. * I can use secondary sources to help answer questions that can’t be answered through practical investigations. | | | |

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| **ART:**   * I am increasingly aware of composition. * I am increasingly aware of scale. * I am increasingly aware of texture and tone. * I can manipulate tools with Increasing accuracy. * I can use sketches to create larger scale drawings. * I can show elements of near and far – perspective. |

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| RE: How do family life and festivals show what matters to Jewish people? (Living)  French: Days and months |