

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 3 - SPRING 2



Spring 2: Roots, Shoots and Fruits

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Science	<p>Asking Questions and Carrying Out Fair and Comparative Tests</p> <p>Observing and Measuring Changes</p> <p>Identifying, Classifying, Recording and Presenting Data</p> <p>Drawing Conclusions, Noticing Patterns and Presenting Findings</p> <p>Using Scientific Evidence and Secondary Sources of Information</p>	<p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>To 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.</p> <p>To 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.</p>	<p>WK1: Knowledge harvest - Village walking and observing plants: children record their prior knowledge and what they want to know through this topic.</p> <p>WK 2: What are the parts of plants? - Use bedding plants to examine and measure different parts of plants. Observe dead plants and predict the requirements of the plants for life and growth.</p> <p>WK3: What are the parts of flowers? Become a botanist - observe different parts of flowers, use secondary sources to research the functions and record findings.</p> <p>WK4: What is the life cycle of a flowering plant? Research the life cycle of a flowering plant, pollination, and how seeds are spread?</p> <p>WK5: What do plants need to grow? - Planting Cress seeds in a glass jar to observe the growth and changes. Keep a journal to monitor how they grow over a week.</p> <p>WK6: How water gets from the roots to the leaves of a plant? Celery experiment - observe how water climbs up the xylem to the celery leaves by colouring the water and be able to explain what transpiration is.</p>
Art	<p>Sketching and shading with a range of pencil types.</p> <p>blending oil pastels, use of complementary colours and water colour wash.</p> <p>Perspective and proportional drawing of</p>	<p>Successfully use shading to create mood and feeling.</p> <p>An understanding of complementary colours. to create the highest possible contrast of colour.</p> <p>To expand creativity, thinking skills in relation to proportion and depth.</p>	<p>Wk1: sketch and shade drawing roots of a tree.</p> <p>Wk 2: pictures of fruit using oil pastels with complementary colours and a watercolour over wash.</p> <p>Wk3/4: colour, draw and print a tree with roots and fruits.</p>

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 3 - SPRING 2



	<p>a tree to include roots and fruits.</p> <p>use of watercolours to create a montage of fruits and vegetables.</p>	<p>To mix colours effectively to produce washes for backgrounds, then add details.</p>	<p>Wk5/6: a still life watercolour of fruit and vegetables.</p>
RE	<p>Does Easter make sense without Passover? Knowing it.... Living it.... Linking it....</p>	<p>To explore the connections between Passover and Easter, particularly the Last Supper</p>	<p>WK1: Passover Meal & Symbolism WK2: Story of Moses WK3: Story of Moses contd WK4: Communion WK5: Salvation WK6: Easter Story</p>
Computing			
Music	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Guitars Notes and chords recap Walking fingers (l, m) Easy E Minor chord Note F Melodies from C to F</p>	<p>Sound scales of growing plants, build on using music notation within composition. Expand on musical vocabulary within dynamics, tempo and articulation.</p> <p>Continue to develop guitar playing skills including - Singing 3 Little Birds, improvising with G and A Improvising with C and D Improvising (greater number of notes), Singing Lean on Me Melody composition / sight-reading Singing</p>	<p>Guitars Week 1 Dynamics, Charanga YUMU (home-learning) overview Week 2 Dynamics recap, recognising instruments when listening Week 3 Tempo Week 4 Tempo recap, listening and appraising Week 5 Recognising instruments Week 6 What makes a good performance?</p>
Spanish	<p>Speak and write simple sentences Respond to and ask simple questions Copy words correctly Recognise cognates</p>	<p>Most children will: listen with care; ask and answer simple questions with correct intonation; identify phonemes that are the same as or different from English or other languages they know; remember a sequence of spoken words; recognise a negative statement; read familiar words and join in with a non-fiction text; recognise and understand familiar words in written form; write simple phrases using a model</p> <p>Some children will not have made so much progress and will: require support from a spoken model or visual clue in producing responses to simple questions; understand names of vegetables</p>	<p>Unit 6 Cultivando unas cosas (Growing things) PDF (55 KB) RTF (364 KB) Week 1 - The vegetable garden Week 2 - Life cycle of a plant Week 3 - Jack and the Beanstalk https://www.youtube.com/watch?v=8s0AyQRmf6M Week 4 - Retelling the story Week 5 - At the market Week 6 – Buying vegetables</p>

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 3 - SPRING 2



		<p>with the support of visual clues</p> <p>Some children will have progressed further and will: use visual clues to produce phrases, sentences or short passages using memorised language; initiate a conversation when working with a partner</p> <p>Recall and say the names of continents/major world rivers with good pronunciation</p> <p>Learn songs and through them phases related to the unit to support speaking</p> <p>Spanish fluently (El Mundo es un Pañuelo, Vamos, La Belle Durmiendo (revise)</p>	
PE	<p>Netball- move into a space to catch a ball. introduce defending and shooting.</p> <p>Swimming and water safety</p> <p>Football- attacking and defending techniques.</p>	<p>-To develop simple attacking and defending drills.</p> <p>-Knowledge of working well as a team.</p> <p>-Use of skill strategies.</p> <p>-Use a range of strokes effectively.</p> <p>-Swim competently, confidently and proficiently over a distance of 25 meters.</p> <p>knowledge of how to use skills learn. in strategies and tactics to outwit opposition.</p>	<p>Wk1/6: Netball</p> <p>Wk1/6: swimming</p> <p>Wk1/6: football</p>
PSHE/RSE	<p>Community Children will know and understand what a community is and how they can contribute to a community.</p>	<ul style="list-style-type: none"> • Know that charities raise money for people/ organisations eg children in need, the blue cross, water aid • Know that charities operate with many volunteers (people who give up their time for free) • Know that democracy is a system of fairness, where people have a chance to be heard and listen to others before making judgements on important issues • Know that a vote is a chance to show their opinion on an issue 	<p>Community Charity Fund raiser Pressure groups Volunteer/Voluntary Democracy/Vote</p>
Enrichment			