

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



Spring 2: Roots, Shoots and Fruits

Subject area	<u>Key Skills Covered</u>	<u>Milestones Covered</u>	<u>Lesson Outline/Continuous Provision</u>
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.</p> <p>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 a tree to include roots and fruits.</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>

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	use of watercolours to create a montage of fruits and vegetables.	To mix colours effectively to produce washes for backgrounds, then add details.	Wk5/6: a still life watercolour of fruit and vegetables.
RE	Does Easter make sense without Passover? Knowing it.... Living it.... Linking it....	To explore the connections between Passover and Easter, particularly the Last Supper	Wk1: Passover Meal & Symbolism Wk2: Story of Moses Wk3: Story of Moses contd Wk4: Communion Wk5: Salvation Wk6: Easter Story
Computing	Analyse, evaluate and present data and information Use a variety of software to design and create content that accomplish given goals Select, use and combine a variety of software including analysing, evaluating and presenting data and information	To describe early forms of animation before computers and how computers have made a difference. To create a short computer animation using one or more moving stick figures. To create a recorded animation involving a number of moving characters on a background. To structure specific timing of animations using a time slider. To use a camera to create a short stop motion animation film. To analyse and evaluate software.	Wk1: History of Animation Wk2: Stick Figure Animation Wk3: Recording Movement of Characters Wk4: Structured Timing Wk5: Stop Motion Animation Wk6: Evaluating Animation Techniques
Music	Improvise and compose music for a range of purposes using the inter-related dimensions of music Guitars Notes and chords recap Walking fingers (l, m) Easy E Minor chord Note F Melodies from C to F	Sound scales of growing plants, build on using music notation within composition. Expand on musical vocabulary within dynamics, tempo and articulation. 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	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?

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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 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 phrases related to the unit to support speaking</p> <p>Spanish fluently (El Mundo es un Pañuelo, Vamos, La Belle Durmiendo (revise)</p>	<p>Unit 6 Cultivando unas cosas (Growing things) PDF (55 KB) RTF (364 KB)</p> <p>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>
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. -Knowledge of working well as a team. -Use of skill strategies.</p> <p>-Use a range of strokes effectively. -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>

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PSHE/RSE	Community Children will know and understand what a community is and how they can contribute to a community.	To know that charities raise money for people/ organisations eg children in need, the blue cross, water aid To know that charities operate with many volunteers (people who give up their time for free) To 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 To know that a vote is a chance to show their opinion on an issue	Community Charity Fund raiser Pressure groups Volunteer/Voluntary Democracy/Vote
Enrichment			