**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 plantScience 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 growScience LI: I can describe the lifecycle of flowering plants |
| **Week 5: Can I sketch a flower?**Art LI: I can respond to drawings of flowersART LI: I can explore sketching a part of a flower by looking at its compositionArt 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 pastelsArt LI; I can reflect on my artREFLECTION: 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 |