

Year 3 Topic: Roots and Shoots**Term: Summer 1****Topic Length: 5 weeks**

INTENT	Vision	Together we all discover, learn, grow and succeed									
	Values	W	A	R	M	T	H				
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic				
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>									
	Learning Behaviours			Disciplinary Knowledge			Substantive Knowledge				
	Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge				
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge
	Topic Purpose	To discover the incredible life cycle of plants, how they look and what functions they have.									
		Hook: Children to design and plant bedding plants in a raised bed.					Celebration: Create an art gallery to showcase to KS1 using their artwork				
	Main Subjects	Science					Art			Outdoor Learning	
	Key Performance Indicators	<ul style="list-style-type: none"> 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. 					<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To know about great artists and designers in history Observational drawing with both pencil and brush To improve their mastery of art and design techniques – pencil strokes. 			<ul style="list-style-type: none"> Exploration of colours, lines, patterns, textures and shapes in nature Identifying plants and seasonal changes 	
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary/Oracy		Being Healthy/ Active		Equity of Education	Developing Learning Behaviours	Fluency	

Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete: (eg computing, PE, music, MFL, PSHE, cricket, etc...)

Subject	Key Performance Indicators
Computing	<p>Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
PE	<p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations</p> <p>Dartmoor 3 Ball Pupils should use running, jumping, throwing and catching in isolation and in combination when fielding. Pupils should play competitive games (rounder) modified where appropriate and apply basic principles suitable for batting and fielding. By looking and past games, pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
PSHE	<p>Relationships Identify the roles and responsibilities of family members. Identify the skills of friendship e.g., taking turns, being a good listener Understand how my needs and rights are shared by children around the world and how our lives may differ.</p>
RE	<p>Easter – Is forgiveness always possible for Christians? To understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p>
Music	<p>Plants Identify instruments of the Orchestra –(Peter and the Wolf), Carnival of the Animals and compare/analyse using a musical vocab- pitch (high/low), tempo (fast/slow) and dynamics (loud/quiet) Sing and perform song accomps on tuned percussion related to plants/Jack and the Beanstalk Compose Climbing up the Beanstalk music showing melody moving from low to high pitch</p>



Key Objective Progression

Prior Knowledge	Year 3 – Roots and Shoots Key Objectives	Future Learning
KS1: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	Science - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Year 5 - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
KS1: Identify and name a variety of plants and animals in their habitats, including microhabitats.	Science - 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.	Year 5 - Give reasons for classifying plants and animals based on specific characteristics.
KS1: Identifying differences, similarities or changes related to simple scientific ideas and processes. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Science - Investigate the way in which water is transported within plants	Year 5 - Describe the ways in which nutrients and water are transported within animals, including humans.
KS1: Observe and describe how seeds and bulbs grow into mature plants.	Science - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Year 5 - Describe the life process of reproduction in some plants and animals.
Year 1: Use a range of materials creatively to design and make products.	Art - To create sketch books to record their observations and use them to review and revisit ideas	Year 4 - Greeks - Sketch modern piece of pottery in sketch books.
Year 2: Autumn 1 – Pablo Picasso – Cubism Summer 1 – Andy Warhol – Pop Art	Art - To know about great artists and designers in history	Year 4 - To learn about and from the artist Giuseppe Archimboldo.
Year 1: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.	Art - Observational drawing with both pencil and brush To improve their mastery of art and design techniques – pencil strokes.	Year 5 - To improve their mastery of art and design techniques – drawing – line, tone and shade to create form.
Year 2 : Autumn 1 Respecting the environment (NC Outdoors RE Progression)	Outdoor Learning - Exploration of colours, lines, patterns, textures and shapes in nature	
Year 2: Spring 1 Identifying dead/living plants (NC Outdoors Science Progression)	Outdoor Learning - Identifying plants and seasonal changes	