

Theme: Ready, steady, grow Year 3 Term: Autumn 1

(7 weeks)

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the '**Big Ideas**'.

Key knowledge and skills	Key knowledge and skills
<p>Science (see separate planning) <i>Big ideas: Investigation, explanation, observation</i></p> <p>Enquiry: Does the number of seeds within one plant pot affect the growth of the plants?</p> <ul style="list-style-type: none"> • Understand that plants are made up of different parts and that each part has a specific function (observation, explanation) • Recognise that different areas outside have different plants growing and begin to link this to consider the reasons why this may be (observation, explanation, investigation) • Recognise that there are different stages of a plant life cycle and that seed dispersal is vital to the cycle (observation, explanation) • Recognise and observe that seeds come in different shapes and sizes (observation, explanation, investigation) • Understand that seeds are designed to ensure they are dispersed away from the mother plant to enable them to have space to grow (observation, explanation, investigation) • State the different methods of seed dispersal (explanation) • Understand the functions of the parts of a plant. (observation, explanation, investigation) • Understand how water is transported within a plant (observation, explanation, investigation) 	<p>Art <i>Big ideas: inspiration, experimentation & expression</i></p> <ul style="list-style-type: none"> • Draw and sketch from close observation, including botanical plants, with a focus on shape and colour (expression) • Use imagination and knowledge of line and shape to draw and paint plants, cave paintings and textile design. (inspiration, experimentation, expression) • Study and compare the work of Andy Warhol (Pop Artist), Will Ryman (Sculptor) and Margaret Mee (Botanical Artist) identifying the 7 elements of art and beginning to be aware of the principles of balance, contrast, emphasis, movement, rhythm and unity using their work as an inspiration for their own art (inspiration) • Use artists work as an inspiration for their own art. (inspiration, experimentation, expression) • Decide what materials best suit a set task by beginning to experiment in sketch books. (experimentation) • Collect ideas in sketch books and begin to annotate simply. (experimentation, expression)

	<p>Computing (see separate planning) <i>Big ideas: coding, design & online safety</i></p> <p>Online safety</p> <ul style="list-style-type: none"> • Know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. (online safety) • Understand how the Internet can be used to help us to communicate effectively. (online safety) • Understand how a blog can be used to help us communicate with a wider audience. (online safety) • Consider if what can be read on websites is always true. (online safety) • To create a 'spoof' webpage. (online safety) • Think about why sites might exist and how to check that the information is accurate. (online safety) • Learn about the meaning of age restrictions symbols on digital media and devices and discuss why PEGI restrictions exist. (online safety) • Know where to turn for help if they see inappropriate content or have inappropriate contact from others. (online safety) <p>Email</p> <ul style="list-style-type: none"> • Understand how people communicate with each other. (online safety) • Understand and respond to an email. (design, online safety) • Compose and send an email. (design, online safety) • Send an email attachment. (design, online safety) • Learn how to use email safely. (online safety) • Explore simulated email scenarios. (online safety) <p>Oracy Communication Week Justifying artistic choices (see art planning)</p>
<p>Key vocabulary: pollination, fertilisation, reproduction, nutrition, root, stem, flower, leaves, seed dispersal, growth, quadrat analysis, variety, nutrients, light, water, room to grow, variable, independent, dependent, fair test, requirements</p>	<p>frame, scale, grade (of pencil), texture, sketch, tessellate (shapes fit together), complementary colours, repeating patterns, block print ink, rollers, indents, polystyrene, cardboard, relief, Andy Warhol, Margaret Mee, pop artist, botanical artist, compare</p>

email, spoof, webpage, compose, send, attachment, simulation, age restrictions, PEGI, blog, symbols, password

Previous linked learning to consolidate: Year 2 – ‘Our beautiful world’ topic – plants

What comes next? Year 4 – Invaders or traders? - Explore and use classification keys to help group, identify & name a variety of living things