

Science (Mini topic – Rocks, Soils & Fossils then Plants & Nutrition)

**Rocks, Soils & Fossils objectives – See Spring Overview**

Topic: Roots, Shoots and Juicy Fruits

Why do we need roots, shoots and juicy fruits?

- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)
- Observe differences and similarities from plant to plant
- Identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers)
- Record findings using drawings and labelled diagrams
- Set up simple enquiries to investigate the way in which water is transported within plants
- Report on findings from enquiries
- Identify that animals, including humans, need to get the right types and correct amount of nutrition from what they eat (linked to DT Food Tech)

## Beauty

**Integrated Topic: Geography (English Counties) and Art & Design (Mixed media)**

What is a landscape?

Topic :

- locate the UK on a variety of maps
- use a 4 figure compasses to identify features on a map
- name and locate some counties and cities in the UK
- make marks and lines and experiment with different pencil grades
- identify primary, secondary, complementary and contrasting colours
- apply pattern and texture in a drawing using a wide range of implements (mixed media – Emile Nola, Barbara Rae)
- experiment with a range of collage techniques
- cut shapes accurately with scissors

**The Big Question  
What's outside your window?**

## Peace

**Inside Out**

**Year 3**

**Summer Term**

**CREATE**

**Project – The Lake District**



## Transformation

**Design Tech (Summer 1 – Greenhouses, Summer 2 – Food)**

Topic: Roots, Shoots and Juicy Fruits

Greenhouse Project:

How can we help roots & shoots grow?

- Develop designs and plan a sequence of actions to make a product based on findings from investigating similar products.
- Select from a range of tools for cutting, shaping, joining and finishing.
- Use these tools with accuracy.
- Consider and explain how the finished product could be improved.

Food Tech:

What can we do with roots, shoots and juicy fruits?

- Follow instructions / recipes which include joining and combining a range of ingredients.
- Begin to understand the food groups on the 'Eatwell Plate' (linked to Science).

**English**

Class Texts: 'The Girl and the Dinosaur', 'The Far Away Tree' & 'The Window'

- identify how language, structure and presentation contribute to meaning e.g: trembling indicates that the child is scared
  - draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions or words
  - during discussion about texts, ask questions to improve their understanding
  - extend range of sentences by using a wider range of conjunctions, including when, if, because, although
  - use conjunctions, adverbs & prepositions for time and cause
  - highlight features in writing using a range of punctuation
  - continue to learn and consolidate KS1 and lower KS2 spellings
  - increase the legibility, consistency and quality of handwriting
- Poetry Texts: 'The Lost Words'. A selection of poetry by William Wordsworth
- listen to, discuss and express views about a range of poetry (including some at a level beyond their independent reading)
  - explain the meaning of words in context; use dictionaries to check meanings
  - discuss words and phrases that capture the reader's interest

## Conservation

**Music (Summer 1 – Creating and Composing)**

Topic: Musical Landscapes

How can we make a musical picture?

- Recognise changes in duration, dynamics, pitch, tempo, timbre and texture
- Listen with attention to detail and recall sounds heard
- Improvise simple patterns to match landscapes
- Compose and perform own melodies using a given range of notes
- Record my compositions in a variety of ways (e.g. graphic ways / musical notation)