



Science Theme Week

Title: Nature Week

Year: 3 Duration : 2 weeks		
Teaching Ideas	Subject	National Curriculum Objectives
<p>Pupils should design and carry out fair tests to explore what plants need for life and growth (e.g. exploring the impact of different sizes of pots on the roots of plants; exploring if different types or amounts of fertiliser affect the growth of plants).</p> <p>They should use a range of different plants including plants that thrive in different environments (e.g. cacti)</p> <p>They should dissect different plants and flowers to investigate the functions of the different parts of flowering plants (e.g. creating exploded diagrams).</p> <p>They should investigate the function of the roots, e.g. growing beans in large, transparent plastic bottles in order to see the roots; carrying out experiments using food colouring with flowers/celery to see the transportation of water.</p> <p>Pupils should learn about the life cycle of plants, including investigating pollination; fertilisation; the structure of different fruits and seeds; and seed dispersal.</p> <p>Pupils could create their own video/drama or animation (using iPADS / moviemaker) showing the different stages of the life cycle of a flowering plant (e.g. pollination, seed dispersal).</p> <p>Suggested visit – Local farm or garden centre to learn about how plants grow</p> <p>Art link – Link Monet Landscapes to nature week.</p>	<p>Plants</p> <p>Literacy links: Instructions Information texts / Explanation Spoken language</p>	<ul style="list-style-type: none"> • To be able to set up simple practical enquiries, comparative and fair tests • To be able to make systematic and careful observations • To be able to report on findings from enquiries, including oral and written explanations • Identify and describe 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.

Year 3			Duration: 1-2 weeks
Teaching ideas.	Focus	Artist	National Curriculum objectives.
<p>Literacy links - descriptive writing - real and imaginary settings.</p>  <p>Children visit local areas where they can sketch local landscapes in their sketch books. E.g. Cawthorne Park.</p> <p>After using their sketchbooks and reviewing and making improvements, children paint their landscapes in the style of Monet.</p>  <p>Children use Monet's 'Water Lilies' as stimulus. Recreate by using tubs of water and dropping flowers/ lilies/ petals etc into the water. The children could take photographs/ paint.</p> <p>Literacy links</p> <ul style="list-style-type: none"> • Descriptive writing - real and imaginary settings • Poems using similes 	<p>Landscapes Topic Link - Europe (Landscapes in Britain)</p>	<p>Monet</p>	<p>A and D</p> <ul style="list-style-type: none"> - to develop their techniques and their use of materials with creativity, experimentation and an increasing awareness for the different kinds of art, craft and design. - to know about great artists and designers. - to develop drawing and painting with a range of materials. - to use sketch books to record their observations and use them to review and revisit ideas. <p>Focus Key Skills Objectives</p> <p>L2</p> <ul style="list-style-type: none"> ○ I write about my ideas and how I can improve them at the end of a project. ○ I compare my work to others. ○ I can observe and draw different shapes, patterns and textures found in objects. ○ I can draw/ arrange objects carefully within a frame. ○ I can combine observations with elements from my imagination. ○ I can use paint in different ways for different effects. ○ I can control my paint brush to produce clear lines and shapes. ○ I can take photographs using a digital camera and adapt these using a computer. <p>L3</p> <ul style="list-style-type: none"> ○ I can use shape, colour and tone/ shading to begin to give depth/ 3D qualities to my work. ○ I can use a range of different shades of colours in paint, including warm and cool colours. ○ I begin to choose complimentary colours to use in my paintings. ○ I can use ICT to combine and alter digital images (e.g. using paint packages).

