

Year 3 - Oh Grow Up! Essential Learning

By the end of this term, you will have learned...

- all about the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, and their life cycles, including seed dispersal.
- about the effect of different factors on plant growth eg: soil substrate and space.
- how to write poetry about the natural world.
- how to write a short narrative inspired by a class story.
- about a great artist called Yayoi Kusama and created a clay form in her style.
- how to carefully record observations using drawing and sculpture.
- about the main stages in the life cycles of humans.
- about how to deal with changes during growing up.
- to name and locate cities in the UK and to understand some of their features (e.g. hills, rivers)
- use fieldwork to observe and record the human and physical features in the local area, using a range of methods including sketch maps, plans, graphs and digital technologies



Hook Activity

Dissecting a flowering plant



Block 1

Fiction writing inspired by 'The Promise'



Block 2

Writing a season poem relating to the summer.

Year 3: Oh, Grow Up! / National Curriculum Links

Science	Geography
<ul style="list-style-type: none"> ● identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves, flower, stamen, anther, filament, stigma, style and ovary ● explore the requirements of plants for life and growth (air, light, water), paying special attention to 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. ● discover how seeds are formed by observing the different stages of plant life cycles over a period of time; ● look for patterns in the structure of fruits that relate to how the seeds are dispersed. ● notice that animals, including humans, have offspring which grow into adults. 	<ul style="list-style-type: none"> ● use fieldwork to observe and record the human and physical features in the local area, using a range of methods including sketch maps, plans, graphs and digital technologies ● name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics and land use patterns
	<p style="text-align: center;">SRE/PSHE</p> <ul style="list-style-type: none"> ● understand changes between being a baby and growing old ● express how I feel when I see babies or baby animals and what they need. ● identifying and dealing with changes during growing up ● recognise stereotypical ideas ● identify what I am looking forward to when I am in Year 4 and start to think about changes I will make when I am in Year 4 and know how to go about this.
Art	Key vocabulary:
<ul style="list-style-type: none"> ● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ● learn about great artists - Yayoi Kusama, architects and designers in history. 	<ul style="list-style-type: none"> ● plant, flower, seed, root, stem, pollen, blossom, petal, fruit, branch, trunk, bark, stalk, nutrients, air, light, water, soil, fertiliser, temperature ● life cycle, pollination, seed dispersal, grow, growth, healthy, transport

Writing genres

- Poetry
- Short narratives inspired by a class novel

Key texts

- *A Seed is Sleepy* Dianna Aston & Sylvia Long
- *Toby Alone* by Timothee de Fombelle
- *Botanicum* by Kathy Willis & Katie Scott
- *Plant Eyewitness*—DK
- *The Promise* by Nicola Davies
- *Flowers* by Melanie Waldron
- *Plant Reproduction* by Cath Senker