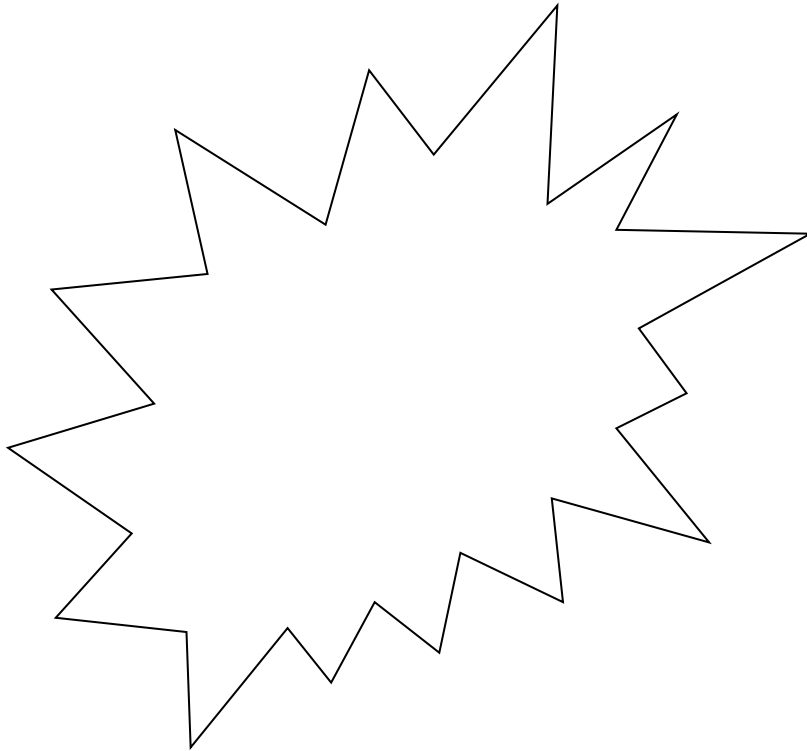




CHURCHWOOD  
PRIMARY  
ACADEMY

***At Churchwood Everyone Can***

<b>Year: 3</b>	<b>Term: 4</b>
<b>Topic Name: Spring has Sprung</b>	
<b>Subject / Topic Focus: Science</b>	



**Grand Finale...**  
**Year 3 Garden Project ~ parents invited**

<b>WOW</b>	
<b>A Starter:</b>	<b>Welly Walk</b>
<b>A Visit from an Expert Gardener</b>	<b>... Science week</b>

## Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Plants	<p><b><u>Working Scientifically:</u></b></p> <ul style="list-style-type: none"><li>• Ask relevant questions.</li><li>• Set up simple, practical enquiries and comparative and fair tests.</li><li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li><li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li><li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li><li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li><li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li><li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li><li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li></ul> <p><b><u>Plants:</u></b></p> <ul style="list-style-type: none"><li>• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</li><li>• Explore the requirements of plants for life and growth (air, light, water, nutrients</li></ul>

		<p>from soil, and room to grow) and how they vary from plant to plant.</p> <ul style="list-style-type: none"> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Individual liberty</b></p>
<b>Geography</b>	<b>Welly Walk</b>	<p><u>Places:</u>  <b>Ask and answer geographical questions about the physical and human characteristics of a location.</b></p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p><u>Communicate geographically:</u></p> <ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• physical geography, including: rivers and the water cycle.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul> <p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b>  <b>Mutual respect</b></p>

<b>Computing</b>	<b>E-Safety</b>	<b>E-Safety Espresso Materials</b> <b>Rule of law</b> <b>Individual liberty</b>
<b>Design and Technology</b>	<b>D&amp;T</b>	<b><u>Textiles</u></b> <ul style="list-style-type: none"> <li>• Understand the need for a seam allowance.</li> <li>• Join textiles with appropriate stitching.</li> <li>• Select the most appropriate techniques to decorate textiles.</li> </ul> <b><u>Inspiration from design throughout history</u></b> <ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Disassemble products to understand how they work.</li> </ul> <b><u>Design, make and improve:</u></b> <ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> </ul> <b>Mutual respect</b>
<b>Music</b>	<b>Charanga</b>	<b>Charanga</b> <b>Mutual respect</b>
<b>P.E</b>	<b>PE Syllabus</b>	<b>Games</b> <b>Democracy</b> <b>Rule of law</b>

<b>R.E</b>	<b>East Sussex Agreed Syllabus</b>	<b>The Bible and parables. Tolerance</b>
<b>PSHE</b>	<b>PSHE syllabus</b>	<b>Democracy Rule of law Individual liberty Mutual respect Tolerance</b>
<b>MFL</b>	<b>French club Mandarin club</b>	<b>Mutual respect</b>
<b>British Values</b>	<b>Democracy Rule of law Individual liberty Mutual respect Tolerance</b>	<b>Integrated with foundation subjects</b>

<b>Vocabulary, Punctuation and Grammar focus:</b>	
<b>Spelling Focus</b>	<b>Progression in Spelling follows Support for Spelling/ Spelling bank materials</b>
<b>Linked Extended Writing:</b>	
<b>Cross curricular Maths opportunities:</b>	
<b>Early Morning Maths Focus:</b>	<b>Multiplication Individual times tables, times table challenge, times table story, songs</b>
<b>Target Writing:</b>	<b>You wake up and you are miniature in your garden... You are a squirrel, describe what happens to your tree in spring Write from the perspective of a tree turned into lumber In a dark, dark wood... Fall down a rabbit hole In the wood, your brother goes missing</b>