



Year 3 Summer 1 Topic Tasks – PLEASE EMAIL THE CLASS TEACHER FOR ANY RESOURCES YOU NEED



<p><b>Science</b></p>	<p><b>Starter:</b> Introduce our new topic as the life cycle of a plant. <b>What are the functions of plants?</b> Determine the main uses of plants including medicinal purposes, furniture, clothing, colouring and food.</p> <p><b>Can you name the different parts of a plant?</b> Discuss briefly and explain that we will be looking at plant structure in greater detail in future lessons.</p> <p><b>Main Element:</b>  <b>Parts of a Plant:</b> complete the <b>Parts of a Plant Labelling Activity Sheet</b>, then compare their completed sheets to the one in the lesson presentation  <b>What Jobs Do They Do?</b> Look at the pictures of the different parts of a plant and then discuss their functions using the Lesson Presentation.  <b>Fun Facts:</b> Children should complete the differentiated <b>Parts of a Plant Folding Leaflet Activity Sheet</b>. Can children clearly explain the function of the different parts of a plant?  <b>Plenary</b></p>	<p><b>**You will need cress seeds for this!**</b></p> <p><b>Starter:</b> Explain that we are going to be growing our own plants.  <b>Main Element:</b>  <b>What is germination?</b> Discuss what the term could mean and then explain that germination is the point at which the seed begins to activate and grow into a plant. Discuss any questions they might have.  <b>What do plants need to germinate?</b> Ask the children to recap what things the plant will need to grow and therefore a seed to be able to germinate. Discuss each necessity and how it can be achieved. Explain that we will be completing an investigation using cress seeds as they are very quick to germinate (begin to grow) and can grow on paper towels.  <b>What factors will affect germination?</b> Ask for suggestions of where we could put the seeds (or alter how much water is added for more able) to investigate the conditions needed for germination.  <b>Can you predict which seeds will germinate?</b> Now that all conditions have been satisfied for the experiment the children will need to</p>	<p><b>Plant Update:</b> Complete plant diaries.  <b>Quick revision:</b> Can you name the parts of a flower? Look at the inside of the flower. Can they work out which part is which?  <b>Main element: Use the PowerPoint lesson 3 to go through the lessons.</b>  <b>What is pollination?</b> Explain that a flowering plant needs to make seeds that are able to grow into new plants. To do this, pollen from the male part of the plant must reach the stigma. This is called pollination. Discuss ways that this pollen might land on the stigma – insects, but also via wind. Plants have changed over time to attract insects to ensure they are pollinated. After the pollination the plant is fertilised and then a seed grows in the ovary. Often the ovary becomes the fruit containing the seed. <i>Could use a packet of wotsits to show how pollen sticks and gets transfers.</i>  <b>Can you investigate the flowers and pollination in our school grounds?</b> Take the children out to some flowering plants in the school grounds. Hand them the questionnaire and ask them to complete in pairs (they will need whiteboards to lean on).</p>	<p><b>What happens to the seeds once they have grown?</b> Pose the question to the children, how are seeds spread so they can find the right location to grow into plants?  <b>Can you observe a seed and discuss how it might be dispersed?</b> Show the children the variety of seeds. Discuss how other seeds are spread out using the seed dispersal sheet on the board.          Go through the lifecycle 2 Powerpoint, recapping on all of the parts of the lifecycle. Children complete the activity sheet.</p> <p><b>Think literacy:</b> ask the children how they could write up this information. They could create a poster explaining all of the stages of a plants lifecycle, or a booklet, or even a script to present a tv show. Give the children the choice of how they write up their information that they have learnt over the last 2 lessons. (Example of a write up is in the folder)</p>
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	<p>Pairs Game: play Pairs using the Parts of a Plant Pairs Cards to match the parts of a plant with their functions. Some children could use the Parts of a Plant</p> <p><b>What do plants need to grow?</b> Click the link <a href="http://www.bbc.co.uk/schools/scienceclips/ages/7_8/plants_grow_fs.shtml">http://www.bbc.co.uk/schools/scienceclips/ages/7_8/plants_grow_fs.shtml</a></p> <p><b>Growing task:</b> Each group is going to plant a sunflower and record its growth over the course of the half term in their books, taking a weekly photo.</p>	<p>write predictions of which seeds they think will grow and stick these in their books.</p> <p><b>Think Literacy: Can you observe the progress of a seed's growth?</b> Explain that the children are also going to be keeping track of their sunflower seed growth. Each week they will draw a picture of their plant and recording any changes made. Have any of their seeds germinated? How can they tell?</p> <p><b>Plenary:</b> Explain that we will monitor across the week and write a conclusion for our germination experiment next week.</p>		
<p><b>Humanities</b></p>	<p>Introduce our new history topic- THE TUDORS. <i>What do the children already know about the Tudors?</i> (from previous learning or watching horrible histories). Play Time box game- locate previous topics with dates. <i>When do you think the Tudor period was? (around 500 years ago).</i></p> <p><i>Have they heard of Henry VIII?</i></p> <p>Look at the Tudors PowerPoint lesson 1 for an overview of the main topics of the Tudors and</p>	<p>What do the children know about King Henry? What do they know about his wives? Watch/listen to 'I am King Henry' song. What can the children tell you now? Read through 'Henry's six wives' fact sheet word document and discuss any misconceptions. Consolidate by working through the PowerPoint 'Henry VIII and his six wives' and answering questions. This is a good chance to assess what the children have remembered. Watch horrible histories video about Henry and his 6 wives- very catchy way of</p>	<p><b>Starter:</b> Ask the children if they have any ideas of what the Tudor punishment system would have been like? Why? Watch the Tudor laws video and discuss the strange laws/crimes and then watch the short animated Tudor punishments video. Look through the PowerPoint and discuss slides (playing guess the Tudor punishment object-how do the children think the object was used and for what crime?)</p> <p><b>Main element: Part 1:</b> Children to complete differentiated <b>Tudor People and Their Punishments Activity Sheets.</b> Read through the situations of the</p>	<p><b>Starter:</b> Ask children what they think Tudor homes and schools may have been like. Show the children the PowerPoint of Tudor houses and schools. Discuss slides and note any comparisons to modern day houses and schools in the discussion. Watch video of Tudor schools at the following link. <a href="http://www.bbc.co.uk/programmes/p01dtfx5">http://www.bbc.co.uk/programmes/p01dtfx5</a> (checked 19.02.19).</p> <p><b>Main element:</b> To write about Tudor houses and schools. Encourage the children to present their work creatively.</p>

	<p>add to class mind map any additional info.</p> <p><b>Main element:</b> Look at Tudor Timeline. Children then cut out and glue events in Tudor times in chronological order (do these on A3 paper) adding any information around as appropriate. Look at the Stuarts family tree (laminated in pack) and discuss too.</p> <p><b>Plenary:</b> Watch Tudor times video to help consolidate learning so far.</p>	<p>remembering the order of Henry's wives' deaths.</p> <p><b>Main element:</b> the children are to research information about Henry's 6 wives and fill in the fact file sheets accordingly or for MA/HA. If completing fact files, they are to go in their books in the correct order of marriage (maybe in a pocket or envelope).</p> <p><b>Plenary:</b> Share information-any extra or interesting information the children have found out about the marriages or wives. Can the children create an advert for the PERFECT wife for Henry? Encourage the children to think about what talents, personality and looks she should have. Also, how he will treat her and behave towards her, as well as what went wrong with his previous marriages (template available if needed).</p>	<p>different people. Then, children should use each section and match the person with their Tudor crime, the corresponding punishment and the picture. They then complete the table. (Use the Adult guidance Tudor people and their punishments answer sheet. To help you with this.) <b>Part 2:</b> children to answer the key questions (see last slide of power point for 4 key questions).</p> <p><b>Plenary:</b> Go through what the children have matched up with what and discuss. Discuss any other interesting facts the children have found as well.</p>	<p><b>Plenary:</b> Discuss the children's findings/answers. Has anyone found out any new information that wasn't on the PowerPoint?</p> <p><b>Ext:</b> Children to write about how they would have felt about going to school in the Tudor times citing reason for this. This could be written as a diary entry.</p>
<p><b>Art &amp; DT</b></p>	<p><b>Starter:</b> Introduce the project and show the children the PowerPoint so they have got some visual point of reference as to what a Puggly might be. You can also show them the Ugly Doll and the Flanimals book by Ricky Gervais.</p>	<p><b>Starter:</b> Show the children the sewing sample as an example of what they are going to achieve over the next few weeks. This includes use of the sewing machine, blanket stitch, basic chain stitch and sewing on a button. Those more able and</p>	<p><b>Starter:</b> Show the children the pattern outlines available for them to use, this will give them an idea of shape and form of their doll. Once they have chosen they can then start to think about how they want their doll to look. Watch the short clips from monsters University</p>	<p><b>Starter:</b> The children will first need to cut out their dolls by drawing around the pattern they have chosen on to felt first. They will need to cut 2, a front and a back.</p>

	<p>Discuss with the class why they believe these products might be so popular? Why would designers make deliberately ugly dolls or monsters creatures? Does it question our values about what is beautiful in today's society?</p> <p><b>Main Element:</b> Using a blank page in their books children can have a go at creating some different Pugglies/monsters/flanimals, considering shape, colour, names and attributes. Try to encourage them to design more than one, perhaps a family or group. They will also need to think about the issues raised in the discussion at the beginning of the lesson e.g. who might the product be aimed at etc. They can use sheet of images to help get their creative juices flowing.</p> <p><b>Plenary:</b> Review the designs created so far. Explain that the next stage will be research different sewing techniques which will support them when they come to choose a final Puggly to create. They will need to be thinking of</p>	<p>confident can have a go at some of the other more complex sewing techniques to challenge themselves.</p> <p><b>Main Element:</b> They will need one square of felt each for these lessons, thread of their choice and a button. Advise the children where to find the 'Sewing skills' folder on the server... one will appear in pupil area. In the folder there are short clips which demonstrate simply how to successfully sew the different range of stitches. Children can watch these as many times as they wish on the netbooks. Teacher may wish to set up sewing machines and support individuals or alternatively run this at the back of Art lessons?</p> <p><b>Plenary:</b> Encourage those children more confident or have had some success to support the children struggling, working together collaboratively.</p>	<p><a href="http://video.disney.com.au/ror-material-monsters-university-blu-ray-clip">http://video.disney.com.au/ror-material-monsters-university-blu-ray-clip</a> and encourage the children to look at the features of the different monsters on the scare floor as inspirations from their designs.</p> <p><b>Main Activity:</b> Children to complete their design sheet. The more able should be able to label their design using vocabulary from the sewing techniques lessons as well as pointing out features. The square on the design sheet is roughly the size of a piece of felt so they could use the pattern shapes as underlays for their designs and trace over them or create their own.</p> <p><b>Plenary:</b> Children should share their designs with a thinking partner, encourage them to critique whether the idea is realistic ready for the next days sewing.</p>	<p>Once they have decided which piece is the front, they can then adorn with eyes and other features over the next few lessons before sewing the two pieces together. Blanket stitch will work well for this as the children will not need to bag it out, however the sewing machines will be available if you wish to do this for them.</p> <p>Leave a small gap to stuff in the wading.</p> <p>Finally, they will sew together the small gap they have left if bagging it out to secure the wadding.</p>
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	things they want/need to find out.			
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