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**Outdoor Learning Plans**

Year 3 **Summer Term 1** 2024

Plants

Statutory requirements Pupils should be taught to: ♣ identify and describe the 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.

Notes and guidance (non-statutory) Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Note: Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens. Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

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| Lesson | Subject | Learning Objective Linked to NC | Activities | Vocabulary | Resources needed |
| 1 | Science  DT | To plant seeds in the correct environment for them to grow.  DT - develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  ♣ generate, develop, model and communicate their ideas through discussion and annotated sketches. | Whole school letter and resources to classes…Introduce class sunflower growing and runner bean competitions and class potato competition to whole school.  Introduce the area which is going to be our gardening area and discuss what their criteria is for the design and what has to be included.  Designing the new garden area in pairs on design sheets on their clipboards.  Planting seeds in pots – starting sunflower growing and beanstalk competition.  Plant sweet peas ready for teepees.  Planting other veg seeds ready for new area. | Design  Garden  Vegetable patch  Sensory garden  Plant climbing area  Wild flower area  Fruit trees  Greenhouses  Seeds  Pots  Compost  Soil  Water  Warmth  Sunlight | Garden design sheets  Seeds  Pots  Compost  Soil  Water |
| 2 | Science | To be able to identify weeds.  To know what seeds need to be able to grow healthily. | Demonstration of which are weeds and which are plants. Demo of how to weed the garden area and compost the weeds. Weeding ready for planting in existing planters  Putting soil in empty planters to top them up ready for planting.  Making green houses using the kits.  Planting more seeds and planting class potatoes.  Watering seeds from last week. | Weeds  Plants  Weeding  Planting seeds  watering | Trowels  Pots  Seeds  Compost  Greenhouse kits |
| 3 | Science, DT and PSHE | To know how to create a no dig garden and why this is good for the environment.  DT - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ select from and use a wider range of materials and components, including construction materials | Helping to create new garden area – learning about ’no dig’ gardening and why this is important.  Planting broad bean seeds in glass jars to explore roots and shoots etc in future weeks. | Building  Joining  Screwing  Hammering  ‘no dig’ | Wood  Hammers  Screwdrivers  Screws  Drills  Spades  Cardboard  Soil  Wire |
| 4 | RE  Science | To know that Christians try to be like Jesus and obey his teachings in the things that they think and do.  To know that the bible teaches Christians how to listen to God’s word and be ready for it through the parable of the sewing of the seeds.  To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers | Bible story of the seeds and where they land  Experiments with seeds – exploring their roots etc, seeing how tall they have grown etc. | Parable  Stones  Seeds  Weeds  Soil  Grow  Strangle  Die  Healthy | Pots  Soil  Seeds  Weeds  Stones  etc |
| 5 | Science | To talk about the features of healthy plants when they have grown and the parts of plants and their role. | Making runner bean and sweet pea teepees.  Look at the growth of all of our plants so far and label each area so everyone knows what the plants are. | Runner beans  Sweet peas  Climbers  Root  Shoot  Stem  Leaves  Flowers  etc | Bamboo canes  Seedlings  Twine  Wire  Plants  trowels |

Links to PSHE which are integral in all outdoor learning sessions: Year 3 SCARF ‘I can’ statements:

I can communicate my feelings and use this to try to manage my emotions.

I can listen and share my opinions respectively.

I can say why friends may fall out and how they can make up.

I know how to look after my friends and stay friends.

I can collaborate with a team to achieve a goal.

I can accept I may not always agree with others.

I can tell you why it is important to show good listening to people who think differently to me.

I can name and suggest strategies to someone who feels left out.

I can say what I could do to make a situation less risky or not risky at all.

I can set goals and make a plan to develop a new skill.

I can demonstrate strategies for dealing with a risky situation

I can be kind and use kind words to my friends.