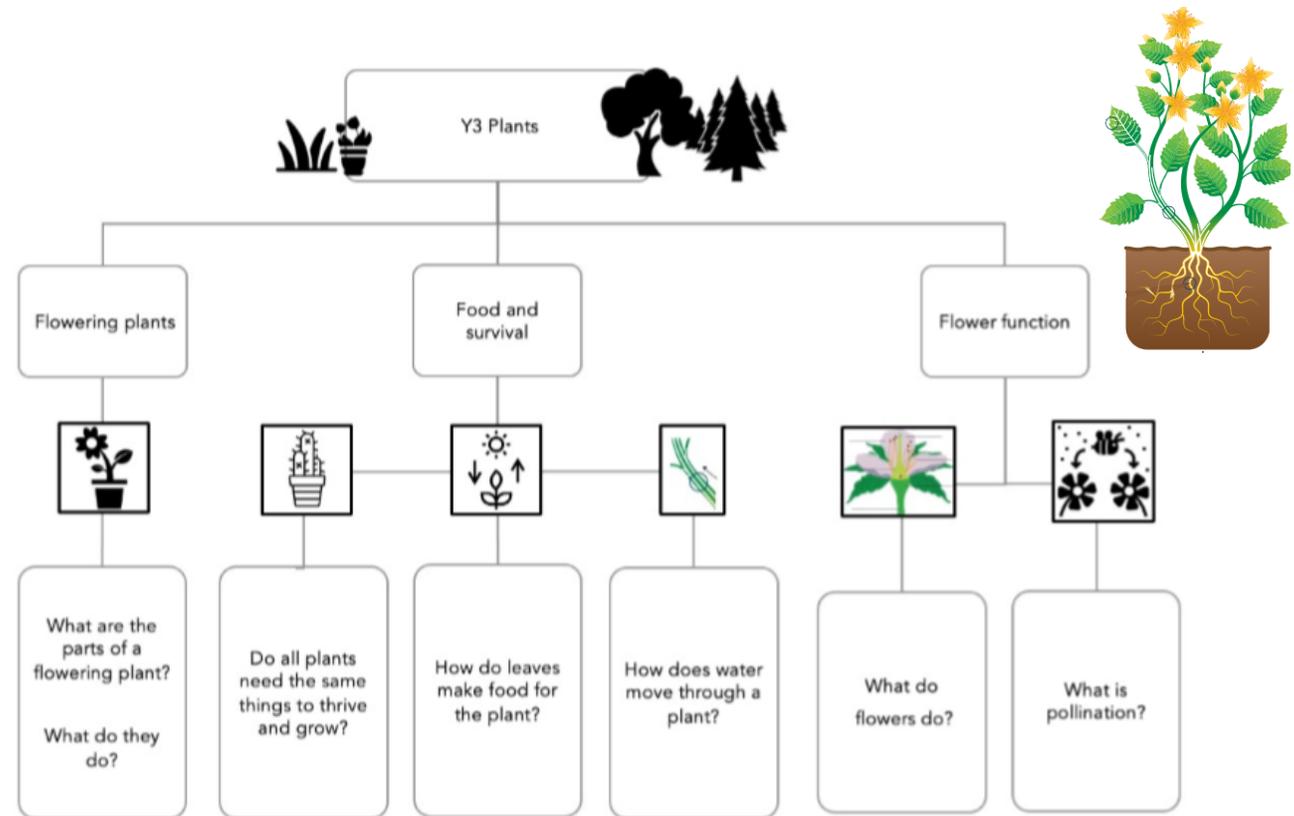
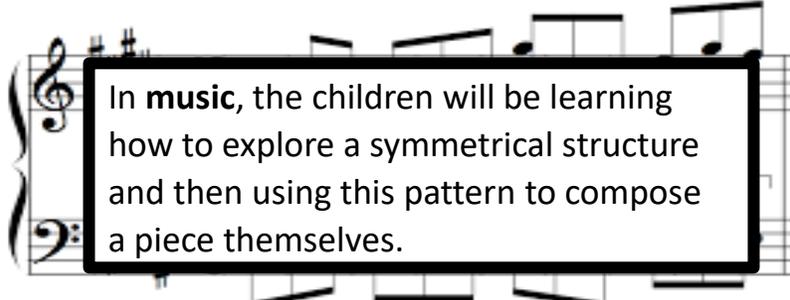


Year 3 and 4 Curriculum Map – Let It Grow

| | | |
|----------------|---|---|
| absorb | Take in or soak up by physical or chemical action. |  |
| photosynthesis | the process that plants go through to make food by using sunlight and chlorophyll to turn water and carbon dioxide into nutrients |  |
| perspective | A particular attitude or point of view. |  |
| personal | Relating to one's body or private life. |  |
| Kingdom | A country state or territory ruled by a King or Queen. |  |
| assertive | Having or showing a confident or forceful personality. |  |
| pollination | The transfer of pollen to allow fertilization. |  |
| authority | The power or right to give orders or make decisions. |  |
| commonwealth | An independent country or community. |  |
| jubilee | A special anniversary or event. |  |
| rhythm | a regular repeated pattern of beats, sounds, activity, or movements |  |
| melody | a series of different tones, or sounds, in a piece of music |  |

In this **topic**, children will 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. We will investigate the way in which water is transported within plants. In addition, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.





In **music**, the children will be learning how to explore a symmetrical structure and then using this pattern to compose a piece themselves.



**Curriculum Enrichment-
Queen's Jubilee Celebrations**

In **IT**, we will be looking at Programming – Sequencing of Sounds through Scratch. We will be introducing a selection of motion, sound, and event blocks which the children will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.

In **art**, we will examine in detail a part of a flower using magnifiers and viewfinders before sketching and then enlarging it. We will develop the techniques of overpainting and wet on-wet, as well as make tertiary colours. We will respond to the work of artists.



Jimson Weed / White Flower (1936)
by Georgia O'Keeffe

In **RE**, we will focus on our enquiry question:

**What do Christians
mean when they
talk about the
Kingdom of God?**



In **PSHE**, we will be learning about Personal Safety. We will be thinking about the people in our network of support and who to turn to when we need help. We will be finding out about what good or bad touches are and naming and locating the parts of our body that are private. We will also practise being assertive and saying no when we mean it.