

<b>What if question</b>	
How can we share our learning about helping plants to grow well with the local community?	
<b>Year:</b> 3	<b>Proposed Duration of Petit Enquiry:</b> 6 weeks
<b>Relevance to pupils lives</b>	
Chn will see how the world around them works in terms of how the plants around them are able to grow, and how they are used to sustain life through food. We will be looking at exotic plants as well as plants we look at and use everyday and are available in supermarkets.	
<b>Global/National/Local issues does it connect with?</b>	
Links to Packwood House and the work they do, as well as linking to how we can sustain a healthy lifestyle by growing fruits and vegetables.	
<b>What impact will it have on our children's lives or the lives of others?</b>	
Chn will know where there food comes from and have some knowledge of how to effectively help plants to grow. Chn will be sharing their learning with the visitors to Packwood House.	
<b>Core values promoted through the enquiry</b>	
<b>Outcomes</b>	<b>Success Criteria</b>
<ol style="list-style-type: none"> <li>1. What do we hope pupils will know and understand by the end of this unit?</li> <li>2. What transferable skills will they gain?</li> <li>3. What standards in the core areas will be promoted?</li> </ol>	<ol style="list-style-type: none"> <li>1. Children can discuss and talk about the conditions needed for plants to grow well. Features of a plant and what they are used for.</li> <li>2. Children will have applied transferable skills in a variety of areas including, investigation, analysis and team work in different subjects resulting in a project of work centre around the theme of Jack and the Beanstalk</li> <li>3. Children will be able to: <ul style="list-style-type: none"> <li>• Recognise and create their own play scripts</li> <li>• Write a set of instructions, in role where possible.</li> <li>• Explore form through drama</li> <li>• Research from a variety of sources, identifying key information.</li> <li>• Use investigative skills to discover and explain what they have found out</li> </ul> </li> </ol>
<b>Key Concepts to be explored:</b>	
Plant growth and functions. Writing texts to be performed. Using scientific enquiry to create meaningful opportunities for data handling.	
<b>Main Questions shaping the teaching and learning:</b>	
What is helping this plant to grow well? How could we change this?	
<b>Key Resources: (experts? People in our community? Parents Trips? Material available to us? Texts?)</b>	
Gardeners from Packwood House, Trips to Botanical Gardens, Clive's, Fruit Farm, Packwood House? Jan and Lesley, invite keen parent gardeners in. Use of the school grounds. Use of different Jack and the Beanstalk texts, Information texts and websites about plants.	

Essential skills for learning and life - which aspects will be promoted in this petit enquiry?				
Learning and thinking	Personal, emotional and social skills	Numeracy	Communication skills	ICT capacity
Drawing conclusions and explanations using evidence they have collected themselves.	Working in teams, critiquing their own and others work. Taking care and pride in their work.	Looking at calculations and making careful measurements.	Exploring through speaking and listening activities in literacy.	Children will be emailing children in Year 2 and using video cameras.

### Curriculum Planning

## 2. Organisation of learning

Subject/Area of Learning (Objectives)	Main Teaching Focus	Assessment Opportunities
<b>Literacy</b> <ul style="list-style-type: none"> <li>- reading</li> <li>- writing</li> <li>- speaking and listening</li> </ul>	<b>Play scripts</b> - linked to Jack and the Bean Stalk <b>Instructions</b> - Jack's guide to growing a bean. <b>Non - chronological reports</b> (linked to transition with Year 2)	All writing Afs to be covered across the topics. All reading Afs will be covered within Guided Reading and analysis of texts.
<b>Mathematics</b> <ul style="list-style-type: none"> <li>- problem solving</li> <li>- reasoning</li> <li>- communicating</li> </ul>	<b>Measurement</b> - length of beans, volume of water etc <b>Data handling</b> - inserting measurements of plants, graphs etc and look at interpreting their results. <b>Calculations</b> to continue across all maths areas (both written and mental)	All maths Afs to be covered across the units in maths lessons and other cross-curricular links.
<b>Science</b> <ul style="list-style-type: none"> <li>- knowledge</li> <li>- investigations</li> </ul>	<b>Helping Plants Grow Well</b> Know what plants needs to grow well and investigating this in a variety of ways and understanding the jobs of different plant parts; stem, roots, leaves, petals.	Sc1, Sc2: 3a, b, and c.
<b>Physical development, Health and Well Being</b>	Cricket, Rounders and Athletics, Year 3 <b>SRE</b> - Changes	3c, 4c, 4f
<b>Religious Education and Ethics</b>	Spiritual Growth - How are religious people nurtured? Looking at Islam, Sikhism and Christianity	At1 and At2
<b>Arts</b> <ul style="list-style-type: none"> <li>- drama</li> <li>- art</li> </ul>	<b>Drama:</b> Performing Jack and the Beanstalk to test the effectiveness of their work. <b>Art:</b> Investigating artists who paint flowers; developing techniques to produce our own masterpieces in the style of the artist.	Art: 1a, b, c. 2a, b, c. 3a, b. 4a. 5a.
<b>ICT</b>	Creating videos related to non- chronological reports, emailing Year 2, inserting data into excel documents.	

<p><b>Outside classroom</b></p>	<p>Children will explore the Outside area through play and investigating techniques, finding out the types of plants, animals and flowers. They will plan and create their own flower pot designs whilst planting flowers understand how they grow and what they require to be healthy. They will understand their strengths and weaknesses as a team player and understand how to look after themselves and each other in the Outside environment.</p>	<p>Self, peer and group opportunities.</p>
<p>Community Project - Young Enterprise 'Our Community' Programme to be Completed - led by Alison Gale</p>	<p>Pupils to discover what a community is. Consider their own local community - the places and people. Identify the people, jobs and activities from the imaginary community. Consider if changes occurred in the community: where would we be without shops, the school, play areas, fire station, post office/box? What effect on a community it not being there might have? What are the wants and needs of a community. Learn about local government and taxes and how money flows in a local economy.</p> <p><b>Geography -</b> 5a. recognise how people can improve the environment [for example, by reclaiming derelict properties/land] or damage it [for example, by dropping litter, graffiti, polluting a river], and how decisions about places and environments affect the future quality of people's lives.</p>	<p>Self, peer and group opportunities.</p>