

# SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 3 2020-21  
SHAMBLEHURST PRIMARY SCHOOL

# Shamblehurst Curriculum

## Medium Term Planning - Autumn Term

Active Learners	Basic Skills	Creative Learners
<ul style="list-style-type: none"> <li>● Seek out and enjoy challenges</li> <li>● Collaborate with others</li> <li>● To show commitment and perseverance</li> <li>● To assess themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>● To speak clearly and convey ideas</li> <li>● To read and communicate in writing efficiently and effectively</li> <li>● To calculate efficiently and apply skills to solve problems</li> <li>● To use new technologies confidently, purposefully and safely</li> </ul>	<ul style="list-style-type: none"> <li>● To ask questions to extend their thinking</li> <li>● To generate ideas and explore possibilities</li> <li>● To overcome barriers by trying out alternatives or new solutions</li> <li>● To connect ideas and experiences in inventive ways</li> </ul>

<b><u>Concepts:</u></b>	Change	Community	Resourceful	Resilience
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<b><u>Enquiry Question</u></b>
What does it take to survive change?

### Global Neighbour

**At an age-appropriate level, pupils will:** explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world

Investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life

### Lead Curriculum subject 1

#### History

Stoneage

AD and BC, understanding the term chronology, change and continuity.

Know that prehistory and divided into Stone Age, Bronze Age and Iron Age.

Trip- Butser Ancient form

Stonehenge/Skara Brae

Cave paintings

### English

Stoneage Boy - Diary entry and character description

Recount from trip to Butser

The King Who Banned the Dark - Speech bubbles and letter to persuade

The Night Box - Narrative and Nocturnal animal fact file

The Big Black Book of Colour- Description of cave paintings as if they were bright and colourful.

### Lead Curriculum subject 3

#### DT/ Art

Cave painting – link with natural dyes and materials.

Making frame for cave painting.

Tool making – describe and explain purpose of products – explain their choice of tool and equipment.

Lamp designs throughout time.

What does it take to survive change?

### Lead Curriculum subject 2

#### Science

Light

Shadows

Different materials that create shadows experiment with

Link to recap of materials (Y2 work)

Link to recap of animals including nocturnal animals)

Fair Tests

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p><u>Changes in Britain from the Stone Age to the Iron Age.</u></p> <p>Know and understand the terms AD and BC.</p> <p>Know and understand the term ‘chronology’ and the concepts of continuous change.</p> <p>Know how historians find out about the past and what archology is.</p> <p>Know and understand what primary and secondary sources are.</p> <p>Use sources of information, including the ICT, to find out about events, people and changes.</p> <p>Select and record information relevant to the study, using e-learning for research</p> <p>Use dates and vocabulary related to the passing of time to the place of time studied onto a timeline.</p> <p>Ask and answer different question</p>	<p>Butser- main trip outcome. How living has changed throughout history. Discussion about houses, looking at round houses, making fences/walls. Children will become archeologists and will be able to explain what they have do and why this is important to historians and us as learners.</p> <p>IPAD use to expand knowledge and skills from Buster visit.</p> <p>Children will produce personal timelines and historic times lines. Children will know and discuss the term AD and BC and will be able to plot these on their timelines using correct vocabulary for the Stone Age to Iron Age periods.</p> <p>Pictures of primary and secondary artefacts. Compare and contrast. Clothes/ furniture/ tools etc.</p>	<p>Pictures from trip. Recount. Discussions and knowledge added to mindmap to ensure that the children’s learning is embedded and the work that they have now covered is recorded. Addition to a mind map could continue.</p> <p>Children will produce a poster that includes information they know about the Stone Age to Iron Age. They will use subject specific vocabulary and make sure that their historical facts are accurate.</p> <p>In project books, personalised timelines will be completed with key point in their life highlighted. A timeline with key points throughout history that the children have previously been taught to give them a clear context about chronology within history.</p>

Recognise similarities and difference between periods of time.

Begin to give reasons for and results of the main events and changes.

Find out about the lives of people in the time period studied and compare with our life today.

Know and understand the terms pre-historic and that pre-history is divided into three periods.

Know what a hunter-gatherer is and how they lived.

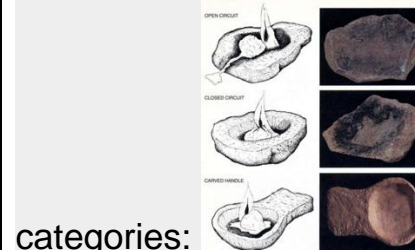
Know about the Neolithic village Skara Brae.

Know about the significance of Stonehenge.

Stonehenge links to P4C. Children will know what and where Stonehenge is. They will have an understanding of how large it is and will have an understanding of why it is thought to be in its position. They will use historical sources to find information and will draw their own conclusions about these facts.

Lamp designs looked at in the Stone Age and how we know about them.

### Lamp designs fall into three main



### categories:

Open-circuit lamps (top) consist of largely unaltered slabs of rock. When the lamp is lit, melted fat runs off through natural crevices in the rock.

Closed-circuit lamps (middle) have carved depressions to contain the runoff.

Carved-handle, closed-circuit lamps (bottom) also have bowls shaped fuel chambers but are more finely finished and have formed extensions for easier handling. Burn marks indicate that the wick was placed away from the handle.

Children will be able to discuss Stonehenge and will be able to talk about its significance in history.

Enquiry books. Similarities and differences table. Due to Covid19 no primary artefacts are available for handling).

Links to art curriculum.

Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<ul style="list-style-type: none"> <li>· Recognise that they need light in order to see things and that dark is the absence of light</li> <li>· Notice that light is reflected from surfaces</li> <li>· Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>· Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>· Find patterns in the way that the size of shadows change</li> </ul>	<p>Children will look at the changes in how we now have light and compare it to the past, specifically the Stone Age. There will be a link here with the school trip where the round houses were very dark and it was hard to see. Light by fire will be looked at the difference between what you can see in the light of a fire and what we can see when we turn a light on. Links with how the Stone Age people used light from the fire and the use of fire for everyday life, not just for light.</p> <p>Carry out a fair test. Use materials to see what materials are reflective. This will need to be devised and carried out using planning format within school. Children will be able to carry out the experiment in small groups.</p> <p>Make StoneHenge out of weetabix/ similar biscuits. Link to DT and how to make them join. Do we need anything to join them together or is it balance? Set this up on a sunny day and chalk throughout the day. Discuss patterns that are created and map patterns throughout the day. Discuss what happens when the sun is creating a shadow. What happens when days are longer/shorter? Find patterns using these</p>	<p>Children will show in their project books how Stone Age people lived and the importance of light and fire to them. Cave paintings will be looked at at this point, specifically their positions in caves.</p> <p>Prediction of a fair test working out what materials and more reflective (link to Be Bright Be Seen)</p> <p>Drawing of what happened with the shadows and the use of the sun to elongate the shadows.</p>

	<p>sketches and draw conclusions about what happens with shadows when the sun moves.</p> <p>P4C – looking at changes in light and how the use of light has developed.</p>	
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Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<ul style="list-style-type: none"> <li>· Describe and explain the purpose of their products.</li>   <li>· Know that they have to order the stages of making for it to be successful.</li>   <li>· Know, understand and follow all safety rules and procedures for the tools, equipment and materials they are using during the making process</li>   <li>· Know how to measure, mark out, cut and shape materials and components with some accuracy, using the most appropriate and effective measuring and cutting equipment.</li>   <li>· Know how to effectively assemble, join and combine materials with some accuracy</li> </ul>	<p>Children will describe why their frames are necessary and what the purpose is.</p> <p>Instructions given for the children to follow during each making stage.</p> <p>Teacher will demonstrate how to use equipment safely. Small groups of children will use tools at a time. Risk assessments will be complete and followed.</p> <p>Link with maths. Children measure and cut with growing confidence and accuracy.</p> <p>Reinforced shapes, triangles. Sanding wood before gluing using a set square.</p> <p>Look at the designs of lamps from the Stone Age and decide if they fit for purples for today. What makes them unsafe? Discussion</p>	<p>Evaluation of DT and frame.</p> <p>Children will have instructions in their book. Their final outcome of the frame and how it fits together will demonstrate their success in using these.</p> <p>Children will saw correctly gaining fine motor skills.</p> <p>Children will complete a square frame.</p> <p>Square frame will be complete and well joined. Children will be able to discuss why certain shapes and techniques have been used.</p> <p>Design a lamp that has safety included within it. Make lamp holder.</p>



and understanding how to apply some finishing techniques to the product

about how lamp designs have changed over the year – link to enquiry question.

Key Learning From main trunks – Global Neighbours What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p><b><u>“Teaching and learning”</u></b> Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world.</p> <p><b><u>“Pupil participation in active global citizenship”</u></b> Investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life.</p>	<p>Through History and P4C lessons children will answer the question “What does it take to survive change?”</p> <p>They will look at the concepts - ‘community’, ‘resourcefulness’, ‘change’ and ‘resilience’ in terms of History, Geography and socially.</p>	<p>A greater understanding of what life was like many years ago. They will be able to confidently talk about how things were different in the past and how it led to changes in the world.</p> <p>They will record their learning linked to being a global citizen in their Enquiry books.</p> <p>Children will be making links throughout the term through the concepts.</p>

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
RE- Raksha Bandham - Protection	<p><b>Communicate</b> - Children can describe their own responses to the human experience of the concepts studied</p> <p><b>Apply</b> - They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others</p> <p><b>Enquire</b> - They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts)</p> <p><b>Contextualise</b> - They can describe how these concepts are contextualised within some of the beliefs and/or practises and/or ways of life of people living a religious life in the religion studied</p> <p><b>Evaluate</b> - They can evaluate human experiences of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised</p>	Children will have clear ideas about the concept of protection and can articulate their ideas in a variety of ways.
PE- Fitness	Cardio sessions and core sessions covered by circuit training. Muscle groups identified. Warm up and cool down sessions used to keep muscles safe and well.	Children have a clear understanding about fitness and know some muscles in their bodies. They are clear why we warm up and cool down before and after exercise.
PSHE – be bright be seen	Link to science reflection and materials.	Children have a clear understanding about how to be safe in the darker days. Links to science work on reflection.

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P4C/History	Children will explore the spiritual reasons for the Solstice. They will know that this is a festival and have a clear understanding of what happens.	Children will have a clear ideas about Stonehenge and will have an understanding about the significance of light in this. Children will have an understanding of the Solstice and how this festival is celebrated.
Geography	Physical Geography Children will be able to locate key areas from Stone Age work (Stonehenge/Skara Brae).	Children will be able to locate areas on a map.

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## English Learning Journey

### Year 3

#### English learning journey

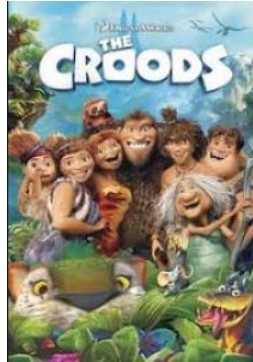
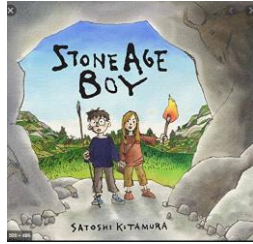
#### Outcome:

Task: Setting description, character description and diary entry.

Audience: General public, peers and parents.

Purpose: To inform and entertain

#### Text drivers:



#### Key writing objectives from NC:

##### **Spoken language**

- listen and respond appropriately to adults and their peers
- speak audibly and fluently with an increasing command of Standard English.
- gain, maintain and monitor the interest of the listener(s)
- select and use appropriate registers for effective communication.

##### **Transcription:**

Use further prefixes and suffixes and understand how to add them (English Appendix 1)

Spell further homophones and understand their meanings

Spell words that are often misspelt (English Appendix 1)

Use the first two or three letters of a word to check its spelling in a dictionary

Explore and accurately use word families for meaning, word class and spelling

Apply simple spelling rules and guidance, as listed in Yr 3 Hampshire Spelling Guidance Autumn Term.

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- **Composition:**
- Writing is clear in purpose
- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discuss and record ideas e.g. can work with a partner or small group to plan writing, contributing their own and listen to and building on others ideas and record them in notes or pictorial form for later use
- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- In narratives, creates settings, characters and plot
- Events or ideas are developed using some appropriate vocabulary
- Generally includes features of non narrative writing
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- Select appropriate tense for a task with verb forms adapted
- Organise paragraphs around a theme
- Organise writing into logical chunks and writes a coherent series of linked sentences for each
- Use connectives and pronouns that link sentences, paragraphs or sections
- Use heading and subheadings to aid presentation
- Appropriate choice of nouns and pronouns create clarity, cohesion within writing
- Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound)

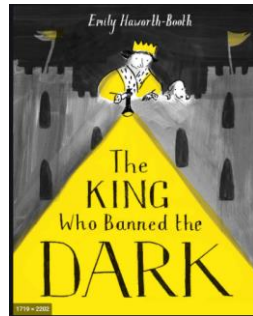
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**Outcome:**

Task: Letter to persuade, speech

Audience: General public, peers and parents.

Purpose: To inform and entertain

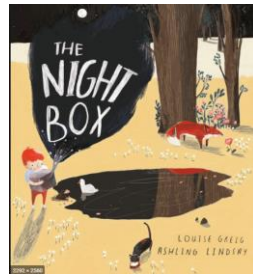


**Outcome:**

Task: narrative 'The Day box' and non fiction fact file on nocturnal animal.

Audience: General public, peers and parents.

Purpose: To inform and entertain



**Outcome:**

Task: description of colour linked to cave painting. .



**VGP**

- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - Use conjunctions to express time place and cause e.g. when, before, after, while, so, because Introduce inverted commas to punctuate direct speech
- Full stops, capital letters, exclamation marks and question marks are mostly accurate  
Use compound sentences with coordinating conjunctions  
Use prepositions in writing  
Know when to use 'a' and 'an'  
Proof-reads for spelling and punctuation errors  
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 1

**Key reading objectives from NC:**

**Themes and conventions:**

- Develop positive attitudes to reading and understanding of what they read
- Read books that are structured in different ways and show some awareness of the various purposes for reading, e.g. reference books for information and novels or poetry for entertainment
- Identify themes and conventions in a wide range of books by making simple links to other known texts or personal experience
- Recognise themes in age appropriate texts, such as the triumph of good over evil
- Recognise conventions in age appropriate texts e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries
- Identify presentational devices in non-fiction

**Comprehension:**

- Understand what they read, in books they can read independently
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Use known strategies appropriately to establish meaning, in books that can be read independently
- Ask questions to improve their understanding of a text
- Self-correct misread words when reading ageappropriate texts and discuss the meaning of new words in context
- Use dictionaries to check the meaning of words that they have read
- Show understanding of the main points drawn from more than one paragraph
- Retrieve and record information from nonfiction
- Uses text features to locate information e.g. contents, indices, subheadings
- Begin to recognise fact and opinion Locate information using skimming, scanning and text marking

[Type here]

<p>Audience: General public, peers and parents. Purpose: To inform and entertain</p>		<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others</p> <p>Able to discuss words and phrases that capture the reader's interest and imagination</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Inference</b></p> <p>Predict what might happen from details stated and implied</p> <p>Make plausible predictions based on knowledge of the text</p> <p>Understand what they read (in books they can read independently) by inferring feelings, thoughts and motives of main characters from their actions, and justify inferences with evidence</p> <p>Discuss the actions of characters</p> <p><b>Language for effect:</b></p> <ul style="list-style-type: none"><li>- Identify how language, structure and presentation contribute to meaning</li><li>- Identify specific language which contributes to the development of meaning</li><li>- Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them</li></ul>
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