

# SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 3 2020-21  
SHAMBLEHURST PRIMARY SCHOOL

# Shamblehurst Curriculum

## Medium Term Planning – Spring 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>	Responsibility	Care	Thrive
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<b><u>Enquiry Question</u></b>
Survive or thrive. Which is best?

### Lead Curriculum subject 1

#### Science.

Plants - naming and understanding parts of a plant, explore the requirements of plants for life and growth, explore life cycles including pollination.

Animals - knowing about the nutrition needed to grow. Explore skeletons and muscles of animals including humans.

### Global Neighbour

Dignity and respect

Poverty and how it impacts on individuals

Injustice

### English

Poetry

Narrative - Honey I shrunk the kids using natural environment as a setting.

Animals and their skeletons - information text.

Narrative about growing a Dragon.

### Lead Curriculum subject 3

#### Design and Technology - Cooking and Nutrition

Understand and apply the principles of a healthy and varied diet.

Prepare a dish of savoury food using a range of cooking techniques.

Understand seasonality, and know how a variety of ingredients are grown, caught and processed. .

Survive or thrive.  
Which is best?

### Lead Curriculum subject 2

Art - work on William Morris

Link to science work on plants - children to photograph the plants in the school grounds and make a repeated pattern digitally.

Sketching of leaves and flowers.

Colour mixing - backgrounds of own William Morris inspired piece.

Collage piece from pressed flowers in the style of William Morris

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?
<p>Identify and describe the functions of different parts of a flowering plant: roots, stem/trunk/leaves and flowers.</p> <p>Explore 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.</p>	<p>Macro photography Art Science dissecting</p> <p>Science experiments: White flowers changing colour- different plants - carnations, celery, white daisies. if you can't feed a plant water, how could you feed it? Longitudinal study of difference of light colours.</p> <p>Hook of White flowers and celery experiments. Teaching</p>	<p>Prints of close up photographs for the children to start to look at parts and function of a flower.</p> <p>Flip books of flowers used as a KWL grid to build upon knowledge of each part of a plant.</p> <p>labelling parts of a plant - this will also come across in art and drying flowers.</p> <p>Honey I shrunk the kids story of falling into a flower.</p> <p>Pictures of flowers. Notes and experiment write ups. Emma's Garden planting.</p> <p>Pictures of experiment outcomes.</p>

<p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Animals, including humans</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Children planting seeds. Children observing changes. RSE links of male and female parts of animals and plants.</p> <p>Links with DT and “hello fresh” boxes. Links with plants and nasturtiums. Drama for each food type and which part of the body it helps.</p> <p>Food type drama - e.g. protein for muscle repair. ICT, inside the boys t-shirts to explore bones.</p>	<p>Bee game where children are the bees and they get pollen from and how it is transported.</p> <p>More added to the flip book to label female and male parts of a plant.</p> <p>Honey I shrunk the kids story of falling into a flower. William Morris art design.</p> <p>Creating a hello fresh recipe and box to promote healthy living and eating. Produce a salad with plants and flowers knowing if they are eating, roots, shoots or leaves.</p> <p>Emma’s garden.</p>
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	<p>investigations of how the insects in “Emma’s Garden” are different from us.</p> <ul style="list-style-type: none"> <li>- woodlouse</li> <li>- ladybird</li> <li>- beetles</li> </ul>	
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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?
<p><b>Exploring, developing, evaluating ideas:</b> Select and record from information, experience and imagination.</p> <p>Question and make observations.</p> <p>Explore roles and purposes of artists.</p> <p>Compare ideas and methods</p> <p><b>Digital Media:</b> Record, collect and store visual information.</p> <p>Present visual images.</p> <p>Create visual images through repeated patterns.</p> <p><b>Drawing</b> Use a range of implements to explore ways to add detail through lines, marks, form, shape, tone and texture.</p> <p>Draw from a variety of sources - observation, imagination, digital images.</p> <p>Begin to think about perspective and composition.</p>	<p>Using William Morris pictures to begin exploring form.</p> <p>Children to explore the school surroundings and photograph natural leaves and flowers (link to science). Children to use photographs as a repeated pattern digitally.</p> <p>Children copy their zoomed in photograph using sketching effectively to copy form, lines, shape and use tone to begin creating work in the style of William Morris.</p> <p>Collect flowers and leaves from the school grounds and press the flowers and leaves for use within their artwork.</p> <p>Children to sketch/design their own William Morris design based on what they explored within their photography and using the flowers that they have pressed.</p> <p>Children to experiment with colour mixing for the background of their tiles though painting. They will need to work out which type of paint will be suitable for their background on this</p>	<p>Photograph leaves and flowers from around school and use them to create a digital background similar to William Morris pieces.</p> <p>Children will produce a tile in the style of William Morris to create a class display, by sketching their ideas.</p> <p>Children to colour mix and experiment the paint that they want to use for their background related to William Morris work.</p>

<p><b>Painting:</b> Explore different effects and textures to create own piece of work.</p> <p><b>Collage:</b> Experiment with a range of techniques.</p>	<p>Children to create their own version of a William Morris picture using pressed flowers to create a collage.</p>	<p>Children to create a piece of artwork in the type of William Morris that will contribute to a piece of work for the whole year group.</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?
<p><b><u>Cooking and nutrition</u></b></p> <p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>Understand the seasonality of fruit and vegetables within the UK</p> <p>Know how to read and follow a simple recipe</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including, where appropriate, using a heat source</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking when cooking</p> <p>Understand that a healthy diet is made up from a variety and balance of different food and drink.</p>	<p>The children are going to create their own 'Hello Fresh' box to take home to their grown ups. They will think about a healthy meal, what that consists of and flavours they would like to put together. Their grown ups will then supervise using a heat source, at home, this is due to COVID restrictions.</p> <p>They will prepare all the veg using the skills; peeling, chopping, slicing, grating, mixing and spreading.</p> <p>Sorting activities with the use of specific vocab; such as grown, reared and caught.</p> <p>Through science, we will link healthy food and diet to energy gained from food and nutrition gained from different foods.</p>	<p>Children to create their own menu' to create their own 'Hello Fresh' box to take home in a sustainable way.</p>

Know that to be active and healthy, food and drink are needed to provide energy for the body		
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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>learn the importance of considering, valuing and treating all people with dignity and respect.</p> <p>reflect on issues of global poverty and injustice and exploitation of the natural world on a few occasions during the academic year</p> <p>All pupils have age appropriate opportunities to: share their learning and action in global citizenship with the wider school community, including parents/carers.</p> <p>encountering relevant voices and stories that aid understanding of poverty and injustice.</p>	<p>Through P4C, let's think opportunities to establish if everyone has access to what they need in order to thrive.</p> <p>Involvement of Sainsburys or 'Hello Fresh' in order to involve the wider school community. Cooking at home to share recipe outcomes with parents and carers.</p>	<p>Line of continuum.</p> <p>Debate.</p> <p>Answering our enquiry question this term .</p> <p>D day links and medic history.</p> <p>Food box homework involvement of wider community organisations .</p> <p>D Day.</p>




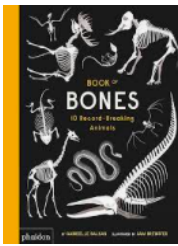
## Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
RE	<b>Concept – Sacred place – Places of Worship- Plan is in development</b>	
PE	Follow Real PE scheme	
PSHE	<p>SCARF - Growing and changing Unit.  Lessons to cover:  Relationship tree -  Children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with.</li> </ul> <p>Body space -  Children will be able to:</p> <ul style="list-style-type: none"> <li>- Understand what is meant by the term body space (or personal space);</li> <li>- Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>- Rehearse strategies for when someone is inappropriately in their body space.</li> </ul> <p>Secret or surprise? -  Children will be able to:</p> <ul style="list-style-type: none"> <li>- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>- Recognise how different surprises and secrets might make them feel;</li> </ul>	

	<ul style="list-style-type: none"> <li>- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul> <p>My changing body - Children will be able to:</p> <ul style="list-style-type: none"> <li>- Recognise that babies come from the joining of an egg and sperm;</li> <li>- Explain what happens when an egg doesn't meet a sperm;</li> <li>- Understand that for girls, periods are a normal part of puberty.</li> </ul> <p>Basic first aid -</p> <ul style="list-style-type: none"> <li>• Physical Health and Mental Wellbeing (Health Education) Basic first-aid 1. How to make a clear and efficient call to emergency services if necessary.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Basic first-aid 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	
P4C	Refer to concepts - Fairness, Care and Responsibility	
History	D-Day landings	Possible trip to D-day museum TBC

	<p>Explore the differences between primary and secondary sources.</p> <p>Have an understanding about D-Day and why it was significant in British history.</p> <p>Find out about the timeline for D-Day.</p> <p>Know how the South Coast was pivotal in the planning for D-Day.</p>	
Geography	<p><b>Locational knowledge</b></p> <p>Know the key physical and human features of Portsmouth linked to D-Day.</p>	Map work

## English Learning Journey

<p><b>Year 3</b></p> <p><b>English learning journey</b></p> <p><b>Outcome:</b> Create a poet tree in the front of the school. Poetry - based on It Starts with a Seed. Poems with a focus on growing a plant.</p> <p><b>Audience:</b> Community</p> <p><b>Purpose:</b> To entertain.</p> <p><b>Outcome:</b> Narrative based in a garden. Telling the story of a plant's pollination. Record as a film on a green screen.</p> <p><b>Audience:</b> Seesaw</p> <p><b>Purpose:</b> To entertain (link to science - plants)</p> <p><b>Outcome:</b> Create a non-fiction poster with a hidden flap to reveal the animals.</p> <p><b>Audience:</b> Other Y3 children</p> <p><b>Purpose:</b> To inform (link to science and thrive concept)</p>	<p><b>Text drivers:</b></p>    	<p><b>Key writing objectives from NC:</b></p> <p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>- To listen and respond appropriately to adults and their peers</li> <li>- To speak audibly and fluently with an increasing command of Standard English.</li> <li>- To gain, maintain and monitor the interest of the listener(s)</li> <li>- To select and use appropriate registers for effective communication.</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>- To spell homophones correctly.</li> <li>- To spell at least 50% of Year 3/4 spelling words.</li> <li>- To use neat, joined up handwriting style with increasing accuracy.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>- To discuss the purpose and form of their writing.</li> <li>- To proof read their own and others work to check for errors with increasing accuracy, and make improvements with a focus on spelling, punctuation and tense.</li> <li>- To maintain the correct tense, including present and perfect tense, throughout a piece of writing.</li> <li>- To make deliberate ambitious word choices to add detail to tier 2 words introduced in reading- 2A sentences.</li> <li>- Organise narrative and non-narrative writing in logical chunks using sub headings where appropriate.</li> <li>- To use varied sentence structures - if, then sentences, ing/ed sentences.</li> </ul> <p><b>VGP</b></p> <ul style="list-style-type: none"> <li>- To use the full range of punctuation from previous year groups.</li> <li>- To use irregular simple past tense verbs e.g. awake/awoke.</li> <li>- To continue to use conjunctions taught in previous year groups - and, because, if, when, but, so, or, although.</li> <li>- Develop characters and settings through careful vocabulary choices.</li> <li>- To spell homophones correctly.</li> <li>- To use commas after fronted adverbials.</li> </ul>
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**Outcome:** Narrative based on The Boy who Grew Dragons, with their own animals including caring for animals

**Audience:** Peers

**Purpose:** To entertain and inform (link to care as a concept)

