

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 3
SHAMBLEHURST PRIMARY SCHOOL

<p>SMSC</p> <p>Spiritual:</p> <ul style="list-style-type: none"> • being reflective about their own beliefs and perspective on life • knowledge of, and respect for , different people’s faith, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity • Willingness to reflect on their experiences <p>Moral:</p> <ul style="list-style-type: none"> • Recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries, respect civil and criminal law • Understand the consequences of their behaviour • Interest in investigating and offering reasoned views and moral and ethical issues and ability to understand and appreciate the viewpoints of others <p>Social:</p> <ul style="list-style-type: none"> • Work and socialise with other pupils • Participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance and engagement of fundamental British Values – DEMOCRACY, RULE OF LAW, INDIVIDUAL LIBERTY, MUTUAL RESPECT , TOLERANCE of those with different faiths and beliefs <p>Cultural:</p> <ul style="list-style-type: none"> • Understanding and appreciation of wide range of cultural influences that have shaped their heritage and that of others • Understanding and appreciation of a range of different cultures in the school and further afield • Recognise and value things we share in common – cultural, religious, ethic, socio-economic • Knowledge of British democratic parliamentary system and its central role in shaping history and values • Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity
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Concepts

Change	Resourcefulness	Resilience	Adaptation
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Enquiry Question

What does it take to survive?

Mind-map

Global Neighbour:

How their lives are connected with people and places across the globe and the effects of local actions on the wider world

Assess and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world

English

The Croods - setting description, commentary writing

Stone Age Boy -

Myths and Legends linked to Stonehenge

The Great Kapok Tree -

Lead Curriculum subject 1:**Science:**

Working Scientifically

Rocks

Plants

Animals including Humans

Lead Curriculum subject 3:**DT**

To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,

Enquiry question:

What does it take to survive?

Lead Curriculum subject 2: History

To learn about changes in Britain from the Stone Age to the Iron Age

late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

Bronze Age religion, technology and travel, for example, Stonehenge

Iron Age hill forts: tribal kingdoms, farming, art and culture

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>Working Scientifically</p> <p>Rocks:</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Plants:</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Animals including Humans:</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that</p>	<p>Learning around the Stone Age, Bronze Age and Iron Age - comparison of how new materials shaped the way they lived. How did they survive?</p> <p>Plants linked to the rainforest. Learning about the rainforest and the different layers. How did different plants survive? How have they adapted to their environment?</p> <p>Learn about the different animals that live in each layer of the rainforest. How are they adapted to live there? Where do they get their nutrition from? How do they survive?</p> <p>Layers of the rainforest research in groups.</p> <p>School trip to the outdoor living rainforest.</p>	<p>Design and make clay caves made from stones - children will have to think carefully about the properties of the rocks to decide which material will be best suited to their cave 'homes'.</p> <p>In groups the children will create an informative powerpoint about a layer of the rainforest. Each group will present their findings to the rest of the class.</p> <p>Children will design and create rainforest animals from egg boxes.</p> <p>Plant journals.</p>

they cannot make their own food; they get nutrition from what they eat.		
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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><u>History</u></p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p>	<p>Learning about the Stone Age, Bronze Age and Iron Age.</p> <p>School trip to Butser Ancient Farm.</p> <p>Learning around how hunter gatherers lived and survived through Outdoor Learning: sharpening sticks, bows and arrows, foraging for nuts and fruit, dug up roots, fishing nets and harpoons.</p>	<p>Children to make Stone Age Artefacts - pottery, jewellery made with copper wire, a loom.</p>

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<p><u>DT</u></p> <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Plan and design their own cave 'home'. Children will carefully plan which materials will be best for their design thinking about how functional and purposeful the space would be to live in. They will carefully sketch their design, annotated with specific materials and functions.</p>	<p>Clay/stone stone age cave</p>



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>At an age-appropriate level, pupils will:</p> <ul style="list-style-type: none"> • Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world • • • Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world 	<ul style="list-style-type: none"> • Through Year group assemblies, develop a greater understanding of the concept ‘resilience’ comparing our lives to those around the world and obstacles people have faced. Look at materials from ‘Lyfta’, exploring strategies for developing resilience and discuss how this applies to us and our learning muscles. • • https://rich-media.lyfta.com/media/for-the-love-of-the-game/resilience/en.html 	<p>Children create Learning Pits to refer to throughout the year to support them with resilience.</p>

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
<p><u>Geography</u></p> <p><u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p> <p><u>Human and Physical</u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Types of settlements - where is going to be the best place for our hill fort?</p> <p>Where in the world are rainforests? Why do you think this based on what we know?</p> <p>Equator, tropics of cancer/capricorn, latitude/longitude etc.</p>	<p>Clay hill forts</p>

<p><u>Art</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Children will develop their understanding of the different parts of the plants and how they differ through their observations.</p> <p>Children will refine skills in sketching with pencil and create different shades of colour through mixing with watercolours.</p>	<p>Children will create sketches of plant life based on their observations within the school grounds and pictures taken from the living rainforest.</p>
<p><u>R.E.</u></p>	<p>Message - Jesus' teaching and message</p> <p>Angels (see KS1 units from Hampshire)</p>	
<p><u>Computing</u></p> <p>Computer science</p>	<ul style="list-style-type: none"> ● Design and create a simple program using scratch. ● Recognise when a program requires debugging and take the necessary steps. ● Use logical reasoning to detect errors. ● Give reasons for why there is an error. ● Understanding that computers and other devices are connected to form a network and can share data. (logging in, printing, saving work). 	<p>Create animations inspired by the book 'Stone Age Boy'.</p>

English Learning Journey

<p>Year 3:</p> <p><u>English learning journey</u></p> <p>Task: To create a setting description</p> <p>Purpose: To up-level our use of descriptive vocabulary and create vivid imagery for our reader</p> <p>Outcome: A polished, written outcome to be presented on a cave-like display for others to enjoy</p>	<p><u>Text Drivers:</u></p>  	<p>Writing: Year Three (Based on KPIs)</p> <ul style="list-style-type: none"> *To discuss the purpose and form of their writing *To proof read their own and other's work to check for errors with increasing accuracy, and make improvements with a focus on spelling, punctuation and tense. *To maintain the correct tense, including present perfect tense, throughout a piece of writing. *To make deliberate ambitious word choices to add detail linked to tier 2 words introduced on reading – 2a sentence *To use the full range of punctuation from previous year groups *To use irregular simple past tense verbs – eg awake/awoke *Organise narrative and non-narrative writing into logical chunks, using subheadings where appropriate. *To continue to use conjunctions taught in previous year groups – and, because, if, when, but, so, or, although *Develop characters and settings through careful vocabulary choices. *To spell homophones correctly *To spell at least 50% of year 3 spelling words *To use a neat, joined handwriting style with increasing accuracy. *To use varied sentence structures – if then sentences, -ing/ed sentences *To use commas after fronted adverbials. <p>Spoken language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● listen and respond appropriately to adults and their peers ● ask relevant questions to extend their understanding and knowledge ● use relevant strategies to build their vocabulary ● articulate and justify answers, arguments and opinions ● give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
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	<p>Guided reading focus for Croods</p> <p>Guided reading focus for Stone Age Boy</p> <p>Non-fiction books linked to stone age/rocks</p>	<ul style="list-style-type: none"> ● use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ● speak audibly and fluently with an increasing command of Standard English ● participate in discussions, presentations, performances, role play/improvisations and debates ● gain, maintain and monitor the interest of the listener(s) ● consider and evaluate different viewpoints, attending to and building on the contributions of others ● select and use appropriate registers for effective communication <p>Reading - word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ● read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ● read accurately words of two or more syllables that contain the same graphemes as above ● read words containing common suffixes ● read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ● read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ● reread these books to build up their fluency and confidence in word reading <p>Reading - comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ● listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ● discussing the sequence of events in books and how items of information are related
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| | <ul style="list-style-type: none">• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales• being introduced to non-fiction books that are structured in different ways• recognising simple recurring literary language in stories and poetry• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• discussing their favourite words and phrases• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear• understand both the books that they can already read accurately and fluently and those that they listen to by:<ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read, and correcting inaccurate reading• making inferences on the basis of what is being said and done• answering and asking questions• predicting what might happen on the basis of what has been read so far• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves |
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