

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 3
SHAMBLEHURST PRIMARY SCHOOL

Shamblehurst Curriculum – Medium Term Planning – Term Year 3

SMSC
<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

Concepts

Responsibility	Beauty	Sustainability	Thrive
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Enquiry Question

Are we doing right by Mother Nature?

Mind-map

Global Neighbour:

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

English:

The Secret Garden - diary writing

Green Planet - poetry

The Shirt Machine - instructional recipe writing

Fruit and veg adverts - persuasive writing

Lead Curriculum subject 3: Geography

Locate countries of the world

Map and fieldwork

Weather conditions and patterns across the world

Enquiry question: Are we doing right by Mother Nature?

Lead Curriculum subject 2: DT

Cooking and nutrition

Lead Curriculum subject 1: Art

Guiseeppe Arcimboldo - food art

Dying

Collage

Printing

Drawing and sketching

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>Art</u></p> <p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing.</p> <p>Use different techniques such as printing and dying.</p> <p>Experiment with a range of techniques: layering, tearing etc.</p>	<p>Artist: Guiseppe Arcimboldo</p> <p>Sketching fruit and vegetables.</p> <p>Printing with fruit and veg, dying flowers (carnations) for our pop up florist shop.</p> <p>Collaging of fruit and veg - after sketching.</p>	<p>Signs for our fruit and veg allotment on the school grounds.</p> <p>Pop up florist to show our work to parents. Fruit and veg shop too? Link up with local greengrocer></p> <p>Signs for our fruit and veg allotment on the school grounds.</p>

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<p><u>DT</u></p> <p>To know that food is grown, reared and caught 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>Learning about how to grow fruit and veg through doing it ourselves and by speaking to local greengrocers.</p> <p>Sorting activities with the use of specific vocab; such as grown, reared and caught.</p> <p>Growing our own mini allotment, speaking to local greengrocers.</p> <p>Preparing different fruits to make fruit kebabs - potentially using fruit that we have grown in our allotment or fresh local from a greengrocer.</p>	<p>Mini school allotment</p> <p>Persuasive information posters and leaflets (adverts) for a local greengrocer</p>
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<p><u>Geography</u></p> <p>Use fieldwork instruments.</p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Locate the countries of the world.</p> <p>Identify places of relevance and in the news.</p> <p>Explain about weather conditions and patterns around the UK and parts of Europe.</p> <p>Use the 8 points of a compass to follow and give directions.</p>	<p>Map work of our school grounds - deciding where the most plants/animals are thriving. Where is nothing thriving? Why?</p> <p>World refugee day (Summer 2 Week 4).</p> <p>Map work - countries of the world (focus on Europe). Link to D-Day and the countries involved.</p>	<p>Creating an area on the school grounds where plants and nature can thrive.</p> <p>A bee friendly environment on the school grounds. Wild flower meadow.</p> <p>Enquiry books - sketches, designs.</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><u>Teaching and learning</u></p> <p><u>Pupil participation in active global citizenship</u></p> <p>Explain how their lives are connected with people and places across the globe and the effects of local actions.</p>	<p>The effects of climate change on the environment/our planet.</p> <p>What can we do to help save the environment?</p>	<p>Earth poems - English</p> <p>P4C lessons and specific links to our concepts of responsibility and sustainability.</p>

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
<u>History</u>	<p>D-Day:</p> <ul style="list-style-type: none"> - To understand why D-Day was a significant event in British history. - Know who the key people were in the planning and delivering of D-Day. - To understand how the South Coast was pivotal in the planning and execution of the D-Day landing. 	<p>Trip to D-Day museum</p> <p>P4C links - Why do we have war?</p> <p>Post trip - Looking at (little ships of Dunkirk) and the rescue of soldiers from France.</p> <p>Drawing/designing ships that were used in the D-Day landings.</p>
<u>R.E.</u> Sacred place Places of worship	To understand the concept of sacred places.	Class discussion, brainstorm ideas.

<p>Christianity and Hindu Traditions</p> <p>Protection Raksha Bandham</p> <p>Hindu Traditions</p>	<p>To understand the concept of sacred in terms of Hinduism and Christianity. What places are sacred to them?</p> <p>To reflect on sacred places in our own lives.</p> <p>To describe how sacred places can affect their own and others lives.</p>	<p>Watch video tours of a Hindu temple and a Christian church. Why are these places sacred? Look at shrines and why they are used.</p> <p>Create our own class shrine, thinking about the items we would like to include carefully.</p> <p><i>Discussion:</i> <i>Can a place be sacred to one person and not another?</i> <i>Can any place be sacred?</i> <i>Could a place be sacred if there were no people who thought it was?</i></p> <p>Record ideas on flipchart as a class/seesaw.</p>
<p><u>Computing</u></p>	<p>Programming: Sequence in music</p> <ul style="list-style-type: none"> - Design, write, and debug programs. - Use sequence, selection, and repetition in programs. - Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors. - Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. 	<p>To create, use and allow someone else to use their own Scratch game and instrument.</p>
<p><u>Music</u></p>	<p>Flute</p>	<p>Flute</p>
<p><u>PE</u></p>	<p>Premier Education - Cricket skills</p>	<p>Premier Education- Summer sports</p>

English Learning Journey - example

Year 3:

English learning journey

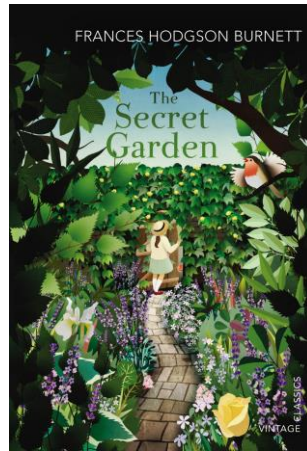
Task: To write a recount.

Purpose: To inform

Audience: The writer

Outcome: A polished, written outcome to be presented as a diary entry.

Text Drivers:



Key writing objectives from NC:

- *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 ¼ 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.

Key reading objectives from NC:

- 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

		<ul style="list-style-type: none">● 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● 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● 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:
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		<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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