

**Year 3 Enquiry
Term 1-4**

Enquiry question	How can we feel the force? (Term 1)	Where does the darkness come from? (Term 2)	What is the difference between surviving and being healthy? (Term 3)	What is underneath our feet? (Term 4)
Number of weeks	6	6	5	5
Lead state of being & coverage	<p>Scientist - magnetism and forces Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Working Scientifically - setting up simple practical enquiries, comparative and fair tests. - using straightforward scientific evidence to answer or to support their findings</p>	<p>Scientist - Light</p> <p>Dark is the absence of light, light is reflected from surfaces and how shadows are formed.</p> <p>Working Scientifically - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p>	<p>Artist - improve their mastery of art and design techniques - [printing] with a range of materials [pencil, charcoal, paint, clay]; - Find out about great artists, architects and designers in history:</p>	<p>Geographer - Understanding human and physical geography - volcanoes and earthquakes Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries & describe features</p>

Supporting states of being & coverage	<p>Engineer - D&T designing and making a magnetic game</p> <p>Mathematician - measurement and statistics</p>	<p>Geographer - locational knowledge - Arctic and Antarctic Circle</p> <p>Artist - improve their mastery of art and design techniques: stencils and cut outs</p> <p>Engineer - D&T make. Selecting tools and equipment for cutting, shaping, joining and finishing</p>	<p>Engineer - cooking and nutrition</p> <p>Scientist - animals, including humans. Understanding nutritional needs and musco-skeletal purposes.</p> <p>Working Scientifically - identifying difference, similarities or changes related to simple scientific ideas and processes. - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Philosopher - What do we mean by unhealthy? How can being mindful help our whole body? Where does our food go? What does hungry feel like?</p>	<p>Scientist - Rocks compare and describe rocks, study fossil formation, recognise soil composition</p> <p>Working Scientifically - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>
Wider experiences (trips, outdoor learning, visitors)	STEM ambassador	We the curious (@Bristol)	Visit a local restaurant or supermarket	Archaeological dig with visitor
International Learning opportunities		Indian school link - Diwali project		
50 Experiences linked to Enquiry	46. Play pooh sticks on the River Avon	34. Perform a story	30. Run a healthy tuck shop	42. Splash in as many puddles as you can

**Year 3 Enquiry
Term 4-6**

Year 3 Enquiry Term 4-6				
Enquiry question	How can we find out about people in the past? (Term 4 &5)	How do plants die? (Term 5)	Why did people travel in the past? (Term 6)	
Number of weeks	6	5	6	
Lead state of being & coverage	Historian - Investigating different sources of information used to inform us about the past.	Scientist - plants: functions of a flowering plant, investigating what a plant needs to survive. Investigate water transformation in a plant, explore pollination	Historian - Historical knowledge - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Supporting states of being & coverage	Engineer - looking at how DT has shaped the world Artist - Studying the work of great artists, architects and designers in history Geographer - studying maps then and now. Comparing the differences	Scientist - living things and their habitat, animals inc humans. Working Scientifically - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Artist - use a range of techniques, learn about the work of artists	Geographer - Locational knowledge - comparing modern maps to Tudor maps. Engineer - D&T: Make - use a wider range of materials and components Musician - play and perform sea shanties	

Wider experiences (trips, outdoor learning, visitors)	Visit to Chippenham museum Walk around Chippenham town	River walk	Visit to the SS Great Britain	
International Learning opportunities				
50 Experiences linked to Enquiry	19. Visit Chippenham library	10. Taking a stroll by the River Avon	11. Visit a local historical site	

**Year 3 Discrete Teaching
Terms 1-3**

	Term 1 (Autumn 1)	Term 2 (Autumn 2)	Term 3 (Spring 1)
Computing	Computing systems and networks 1: Networks and the internet	Programming: Scratch Computing systems and networks 2: emailing	Computing systems and networks 2: emailing Computing systems and networks 3: journey inside a computer
RE (Discovery)	Hinduism: Diwali Would celebrating Diwali at home and in the Indian community bring a feeling of belonging to a child?	Christianity: Christmas Has Christmas lost its true meaning?	Christianity: Jesus' miracles Could Jesus really heal people? Were these miracles or is there another explanation?
PSHE (Jigsaw)	Being me in My World	Celebrating difference	Dreams and Goals
Music (Charanga)	Charanga: Let your spirit fly	Charanga: Glockenspiel stage 1	Charanga: 3 little birds
French / Spanish	Ask for and give name	Colours - part 2/ Christmas	Food and drink 'El café'
PE Indoors	Gymnastics	Dance	Fitness
PE Outdoors	Fundamentals	Ball skills	Tag Rugby
English - writing	The Cobbler of Krakow and the Dragon Wavel. Talk 4 Writing - Defeat the Monster story report writing	Talk 4 Writing - narrative Jim and the Beanstalk	Talk 4 Writing - non-fiction instructions

English - Reading	Flotsam, James' Minibeast Book, Tell me a Dragon Identify a theme within a book	Jim and the beanstalk Draw inferences such as characters' feelings, thoughts and motives from their actions, words and description	The Weazels Predict what might happen next using the clues in the text
Maths	Number: place value, Number: Addition and subtraction	Number: Addition and subtraction Number: multiplication and division	Number: multiplication and division Measurement: Money Statistics

Year 3 Discrete Teaching Terms 4-6

	Term 4 (Spring 2)	Term 5 (Summer 1)	Term 6 (Summer 2)
Computing	Creating media: video trailers	Data handling: top trumps databases	Online safety
RE (Discovery)	Christianity: Easter – Forgiveness What is good about Good Friday?	Hinduism: Hindu beliefs How can Brahman be everywhere and in everything?	Hinduism: Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non Hindu?
PSHE (Jigsaw)	Healthy me	Relationships	Changing me
Music (Charanga)	Charanga: The dragon song	Charanga: Bringing us together	Charanga: Reflect, rewind and replay
French / Spanish	Spring time/Easter	Family	The beach
PE Indoors	Yoga	Tennis	OAA
PE Outdoors	Basketball	Cricket	Athletics
English - writing	Talk 4 Writing - poetry	Talk 4 Writing - descriptive writing The Twits	Talk 4 Writing - myths and legends
English - Reading	101 poems for children Recognise some different forms of poetry (eg free verse, narrative poetry)	The Twits, Fantastic Mr Fox: A Play Identify how words and phrases capture the reader's interest and imagination	Maps Retrieve and record information from non-fiction accurately
Maths	Measurement: Length & perimeter Number: Fractions	Number: Fractions Measurement: Time	Geometry: Properties of shape Measurement: Mass & capacity

