Year 3 Units of Inquiry:

Health, Identity & Culture	Time & Place	Expression, Communication & Creativity	Science, Technology &The Natural World	Community and Responsibility	Environment & Sustainability
An inquiry into: · Identity · Health & Well being (physical, mental, social, spiritual) · Life cycles · Beliefs & Values · Relationships (Families, friends, communities, cultures) · Rights and responsibilities · Shared humanity	An inquiry into: · Orientation in time and place · Personal histories · Journeys (explorations, migrations, discoveries) · Relationships between generations · Relationships between cultures and civilizations (legacies)	An inquiry into: · Communication · Expression · Symbols (language, arts, maths) · Creativity · Interpretation · Information literacy	An inquiry into: · Our Connection to the natural world · The Power of Technology · The Principles of science · Impact on the environment · Sustainability	An inquiry into: · Groups · Family · Government · Groups in other cultures · Social responsibility · Community · Relationships · Work · Production & consumption	An inquiry into: · Sustainability · Access to (finite) resources (people & living things) · Need and wants · Rights and responsibilities · Peace and conflict resolution ·
Summer 2	**Spring 1**	**Autumn 2**	**Spring 2**	**Autumn 1**	**Summer 1**
Lifestyle <u>choices</u> <u>influence</u> how our body functions. · How do our daily habits and routines affect our bodies? · How do physical actions affect our body? · How does what we put in our body affect how it works?	**<u>Features</u> of a locality <u>affect</u> how people live.** · How have localities changed over time? · Why do people choose to live in a locality? · How does the locality affect how you live?	**<u>Emotions</u> can be <u>expressed</u> through the arts.** · What are emotions? · What are the arts? · How can we express emotions through the arts?	**The Natural World influences structures** - What do we need to think about when building a structure? (form) - How do you make sure a structure is strong? (function) - How does the local environment impact on a structure? (causation)	**<u>Responsibilities</u> in different <u>communities</u> affect behaviour.** · **What** communities do we belong to? · What are the roles and responsibilities within communities? · How do responsibilities affect behaviour?	**Water is an essential but limited resource** What are the sources and uses of water? How is water limited? How does access to water impact on life?

Health, Identity & Culture - Summer 2

Big Idea: Lifestyle <u>choices</u> <u>influence</u> how our body functions.

Science Animals, including humans	• 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement. • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions.
PSHE **Health and Wellbeing** anti bullying and drug/ alcohol links SRE links	• what is meant by a healthy lifestyle • how to maintain physical, mental and emotional health and wellbeing - • how to manage risks to physical and emotional health and wellbeing - • ways of keeping physically and emotionally safe • how to make informed choices about health and wellbeing and to recognise sources of help with this • to identify different influences on health and wellbeing. - • how to respond in an emergency
Art 3D Form - Body sculptures (sporty) Giacometti (European)	• Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier-mâché object. • Plan, design and make models.
Music Chime Bars	• Play and perform play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing control • use and understand staff and other musical notations (read and write notation) • Improvise and compose music
DT Cooking and nutrition:	• understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Make healthy meals based on learning from inquiry - http://www.eathappyproject.com/
Computing Information Technology	• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Research Health & body • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Presentation on Healthy choices
English Text type focus	Read and write a range of non fiction texts e.g. Explanations of body systems, Information texts about keeping healthy, Recipes / instructions, Adverts

Time and Place - Spring 1

Big Idea: <u>Features</u> of a locality <u>affect</u> how people live

History	• a local history study including Britain's settlement by Anglo Saxons and Scots (link to the fact that Kippax is an Anglo-Saxon village with a Saxon church and castle remains) Follows on from year 2. • The viking and Anglo Saxon struggle for the UK - Anglo Saxon laws and justice (connect to local area as Kippax was mentioned in Domesday book)
Geography	• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
RE	• describe the variety of practices and ways of religion and how these stem from, and are closely connected with beliefs and teaching looking at where and how people worship
PSHE **Living in the Wider World**	• about different groups and communities • how money plays an important part in people's lives (connect to reasons why people live where they do - e.g. access to employment for financial security)
Art Loretta Roberts http://www.blacksmithbooks.com/9628673238.htm	**Drawing** sketches and watercolours • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. **Painting** • Mix a variety of colours and know which primary colours make secondary colours. • Experiment with water colour
Music Chime bars:	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing control • use and understand staff and other musical notations (read and write notation)
Computing	**Information Technology** • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (Research localities) **Digital Literacy** • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. To be reinforced whenever researching **Computer Science** Espresso Unit for Year 3
English **Text type focus**	Read and write a range of non fiction texts e.g. Leaflet / brochure / web site to promote a place to live.

Expression, Communication & Creativity - Autumn 2.

Big Idea: <u>Emotions</u> can be <u>expressed</u> through the arts.

RE	• Symbols - consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them - Expression through <u>**Sikh**</u> art and music
PSHE anti bullying links	**Health and Wellbeing** • how to maintain physical, mental and emotional health and wellbeing • to identify different influences on health and wellbeing. **Relationships** • how to recognise and manage emotions within a range of relationships (Connect to arts being used to communicate messages which develop relationship
Art Paul Klee	**Painting** Expressing emotions through colour • Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales eg thin brush on small picture etc.
Music How are emotions expressed through music?	• Listen with attention to detail • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • improvise and compose music to express emotions.
Computing **Information Technology**	• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - Express creativity through digital media
English **Text type focus**	Read and write to express our emotions: Plays, Stories and poems.

Science, Technology &The Natural World - Spring 2
Big Idea: The Natural World influences structures

Science	**Forces and magnets** ● compare how things move on different surfaces ● notice that some forces need contact between two objects, but magnetic forces can act at a distance ● explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ● recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
PSHE	**Living in the Wider World** ● about the importance of **respecting** and protecting the environment (connected to structure design and how it is influenced by the natural world)
Art	**Drawing** Architectural drawings - Pen and ink ● Experiment with different grades of pencil and other implements. ● Plan, refine and alter their drawings as necessary. ● Use their sketchbook to collect and record visual information from different sources. ● Draw for a sustained period of time at their own level. ● Use different media to achieve variations in line, texture, tone, colour, shape and pattern.
Music Singing:	play and perform in solo and ensemble contexts, using their voices with increasing expression Exploring sounds, melody and accompaniment Performance skills - (Link with Easter performance)
DT	**Design, evaluate and make** structures (buildings / bridges) **Technical skills to be taught:** ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures ● understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Computing	**Information Technology** ● use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Research structures **Digital Literacy** ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.- To be reinforced whenever researching **Computer Science -** Espresso Unit for Year 3
English **Text type focus**	Read and write a range of non fiction texts about structures e.g. instructions for making structures, information about structures. Descriptive writing about structures.

<h1 style="text-align:center;">Community and Responsibility - Autumn 1</h1>
<h2 style="text-align:center;">Big Idea: Responsibilities in different communities affect behaviour</h2>

RE	- Religion in communities - Investigate the significance of religion in the local, national and global **sikh** communities - Reflect on what it means to belong to a **sikh** community, communicating their own and others' responses - Respond to the challenges of commitment both in their own lives and within religious traditions, recognizing how commitment to a religion is shown in a variety of ways
PSHE anti bullying links	**Living in the Wider World** - about respect for the self and others and the importance of responsible behaviours and actions - about rights and responsibilities as members of families, other groups and ultimately as citizens - about different groups and communities - to respect equality and to be a productive member of a diverse community
Art	**Textiles -** Artists and techniques from other cultures (Batik, Islamic art) - Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. - Name the tools and materials they have used. - Develop skills in stitching. Cutting and joining. - Experiment with a range of media e.g. overlapping, layering etc
Music Chime bars:	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing control of Rhythm and pulse: - listen with attention to detail and recall sounds with increasing aural memory
DT **Cooking and nutrition:**	- understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Make healthy meals based on learning from inquiry - focus on responsible food sourcing.http://www.eathappyproject.com/
Computing	**Digital Literacy** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Responsible use as a member of online community
English **Text type focus**	Read and write stories from other cultures / religions

Environment & Sustainability - Summer 1
Big Idea: Water is an essential but limited resource

Science	**States of matter** ● identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Geography **Gambia Case Study**	● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water ● use fieldwork to observe, measure, record and present the human and physical ● features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (map water in local area and Gambia)
PSHE	**Living in the Wider World** ● how money plays an important part in people's lives (connect to wealth and access to clean water) ● about the importance of respecting and protecting the environment
Art Various artists (Hockney, Monet, Cezanne)	**Printing -** Printing inspired by water ● Print using a variety of materials, objects and techniques including layering. ● Talk about the processes used to produce a simple print. ● to explore pattern and shape, creating designs for printing
Music Water theme Chime bars:	● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing control ● use and understand staff and other musical notations (read and write notation) ● *Improvise and compose music with a water theme.*
DT	**Design, evaluate and make** models of water systems (irrigation systems, tippy taps, pumps etc) **Technical skills to be taught:** ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures ● understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Computing	**Information Technology** ● select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and **content** that accomplish given goals, including collecting, analysing, evaluating and **presenting** data and information - Stop motion animation of water cycle
English **Text type focus**	Read and write explanations of the water cycle. Diary writing from perspective of children living in other countries. Write persuasive / informative letters to parents about using water sustainably.