



How can we take responsibility for making our community healthier?

Through this enquiry, children will learn what they need to do in order to keep themselves healthy, becoming specialists who know all about nutrition, diet, muscles, bones, joints and movement. They will then be able to use all of the information they gain to encourage people living within the community to be healthier. The enquiry will begin with a trip to the Dolphin Centre where they will learn the role of a fitness instructor, explore the activities that can keep you healthy and learn all about diet as well as taking part in physical activity.

They will engage in geography field-work to explore shops and services in the local area, investigating what the area and school needs. They will learn about the importance of nutrition and be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. They will work scientifically by identifying and grouping animals with and without skeletons, observing, and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They will compare and contrast the diets of different animals and decide ways of grouping them according to what they eat. Different food groups will also be explored and how they keep us healthy. The children will then design meals based on what they find out. Using all of the knowledge and information they gather throughout the half term, the children will give their clients expert training, health and dietary advice.

Key vocabulary for this unit of learning includes: healthy, nutrients, energy, saturated fats, unsaturated fats, calcium, carbohydrates, protein, fibre, vitamins, vertebrate, invertebrate, muscles, contract/ relax, bones, skeleton, classify, structure, protection, movement, support, omnivore, carnivore, herbivore, skull, jaw, humerus, radius, ulna, spine, pelvis, femur, tibia and fibula.

Subject	Activities / areas to be covered in school	Possible learning at home
English	We will be reading Anthony Browne's version of the classic childhood tale, 'Hansel and Gretel'. Through this extraordinary book with its amazing illustrations, we will be discussing the features of a fairytale and how Browne's version also includes these conventions. As well as using drama to retell sections of the story we will be debating which character is the ultimate hero of the story using evidence from the text. This half term, we will also be covering many aspects of the Year 2/3 grammar and punctuation curriculum, following The Place Value of Punctuation and Grammar learning units. This should provide children with a solid base for their sentence construction as we progress to writing at length in our English and wider curriculum lessons. Daily reading fluency practice in Year 3 is an important way to support children's learning and confidence. By regularly reading aloud, children strengthen their ability to read smoothly, accurately, and with expression, which helps them understand texts more deeply. These opportunities not only build knowledge of new words and ideas but also provide powerful models for writing. Listening to well-structured sentences, varied vocabulary, and different styles of writing gives children examples they can draw on in their own work, helping them to become more creative and effective writers.	Read a story together and ask retrieval questions: WHAT DOES ... MEAN? E.G. WHAT DOES 'SMARTLY' MEAN? CAN... HAVE MORE THAN ONE MEANING? E.G. CAN 'LIGHT' HAVE MORE THAN ONE MEANING? WHAT HAPPENED AT...? E.G. WHAT HAPPENED AT THE START? WHAT DID THE ... DO? E.G. WHAT DID THE BEAR DO? WHICH WORD TELLS YOU... ? E.G. WHICH WORD TELLS YOU THAT SHE IS A GIRL? Read widely and often at home. I wonder if you have read any different versions of well-known fairy tales. I'd love to hear about any that you have. Have you read any other books where there are hidden meanings/ messages?

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Maths	<p>In maths we will begin by consolidation our knowledge of number bonds to help us when adding 2 and 3 digit numbers. We will use the vocabulary addends and sum when doing this. An addend is the numbers we add, and the sum is the answer/ total. We will then move onto place value where we will be counting in multiples of 2, 5, 10 and 100, recognising the value of each digit in a three-digit number (hundreds, tens and ones,) and ordering and comparing numbers up to 1000.</p> <p>In our mastering number sessions, we will be securing additive facts by building on our work in the main sessions to ensure that we are fluent at calculating the answer to 2 one digit numbers as well as a 2 digit and a one digit number.</p>	<p>Quick fire addition and subtraction numbers within 20. This skill can help tremendously with larger numbers. Number bonds to 100. Looking at odd and even numbers. Regular practise counting on from a 3 digit number. Why not play a game of children's darts to help with this when adding up the scores! Recap number bonds to 10. Encourage your child to practise their times tables in any order. (2,5 and 10 – moving onto x4)</p>
Science	<p>In science, we will be learning about our human skeleton and the muscles in our bodies. The children will learn the names of some of the skeletal system and the main bones within it. They will learn why our skeletons are important for support, protection and movement through a number of investigations. The children will be also be building their very own skeleton puppets to help them explain what they know about skeletons are to name key bones and scientific knowledge. The children will also discover how muscles work and will recognise that certain foods also contribute to muscle health. They will explore the types of food that humans and different animal groups eat and will explore how animals and humans get nutrition from what they eat.</p>	<p>Perhaps you can make your own skeleton. There are lots of different ways you can explore try using spaghetti and pasta or possibly sticks instead? X-rays are an excellent resource for looking at skeletons. It would be great to look at these online or perhaps you have had an x-ray yourself at some point? Look at the colour keys on the front of food packaging. What does this tell you about this food type? Is it a healthy choice?</p>
Geography	<p>As geographers, we will be collecting data on the shops and services that are available to our local community. From this data, we will recognise the facilities that our local area would benefit from. The children then will use fieldwork to observe measure and record some of the human and physical features in the school grounds and will consider where would be a suitable area to place an outdoor gym. Following on from this they will create their own maps that include a route to the outdoor gym for visitors. Using directional language, the children will verbalise their routes using their maps to help them. They will also recall the 4 points of a compass and be introduced to the 8-point compass (N, NE, E, SE, S,</p>	<p>When walking in our community, recognise the shops that are close by and which services they have to travel further to. What would they like to have in West Park? Look at local maps of the area, what do they recognise? Which symbols are used to show features on a map? Talk about the physical (natural) features that they can see and the human (manmade).</p>

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	SW, W, NW) and begin to recognise how compass directions can also help with directional and locational knowledge.	Watch a video that explains the compass points in detail and how they can be used.
Physical Education	This year, outdoor P.E with Miss Dresser on a Thursday afternoon and indoor P.E is on a Monday afternoon. Outdoor P.E will be tag rugby where they will be learning the basic rules of the game. They will be focusing on how to pass the ball with speed as well as accuracy. In gymnastics we will be looking at the basic shapes such as pike, star and tuck. Using these shapes we will be transitioning from floor to equipment.	Please make sure children have both indoor shoes and outdoor shoes. Outdoor shoes will get muddy so these cannot be the same as your child's school shoes. Please be sure to encourage children to take part in all sporting opportunities and be sure to capture them to add to our wall of happiness.
PSHE	The enquiry question in PSHE is 'How can we be a good friend?' This enquiry enables pupils to understand how to build good friendships, including identifying qualities that contribute to positive friendships. They will learn to recognise if others are feeling lonely and excluded as strategies to include them. The children will learn that friendships can have difficulties and they will learn how to manage disputes and reconcile differences.	Encourage thinking about themselves and what qualities they have. Write a friendship poem. Encourage them to be a good friend and talk through problems. Support them with disputes with siblings/ friends encouraging and supporting them to sort them out.
DT	Our DT this term will be linked to our nutrition in science. We will be using the Eatwell Plate to design and make a healthy meal. This will be both a main course and a drink. Children can choose their own ingredient and link their choice to how it will help their body function. Cutting, peeling, grating and weighing ingredients are going to be an integral part of this process. The children will also get chance to evaluate their own product and recognise how successful it has been!	Give your child opportunity to practice peeling, cutting and grating at home. Do they understand how to hold the knife in a safe way?
ICT	This term in ICT we will be creating our own passwords for the computers and learn to log on and off independently. They will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices.	Talk to children about the importance of keeping passwords safe and keeping devices safe.
RE	Our enquiry question in R.E is 'What do different people believe about God?' This investigation enables pupils to learn from different religious and spiritual ways of life regarding diverse beliefs about God. They will consider how they and other people think about believing in God. They investigate the Christian viewpoint and compare this to a Muslim viewpoint. The children will explore further the stories which help Muslims understand the nature of God. The unit also explores a humanist view and asks 'what difference does it make to life if you believe there is no God?'	Talk about any family beliefs, these do not need to be religious. This will help the children understand who they are and start to think what they may want to believe.

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Music	In music the children will learn to play the glockenspiel. We will introduce the children to learning about the language of music through playing this instrument. The learning is focussed around exploring and developing playing skills through the glockenspiel.	Listen to different types of music. Can they spot the different instrument being played?
Art	<p>In art the children will become more familiar with the term 'still life'. They will respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing particularly on colour, line, and shape. The children will engage in a drawing exercise to help them see shapes / explore line and colour.</p> <p>They will explore a variety of contemporary artists who study still life in different forms. They will respond verbally in class discussion. We will compare contemporary work with the work of Dutch and Flemish 16th Century artists. They will record and reflect throughout in their sketchbooks. Finally the children will create their own still life artworks.</p>	Encourage your child to look at different art work around the house or when you are out and about. Can they create some still life drawings of things around the house? They could draw their favourite toy, fruit etc.
<p>Homework: Homework will be sent out on a Friday and should be returned by the Wednesday of the following week. Reading books will be changed on a Wednesday. Please ensure that you child has their reading book in their bag at all time as they may be asked to read at various points throughout the week. Children are given a week to learn their spellings with these going out on a Friday and the spelling test will take place the following Friday.</p> <p>PE days are a Tuesday and Wednesday, so please make sure your child has their kit in school on these days.</p>		