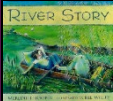

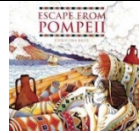



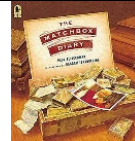
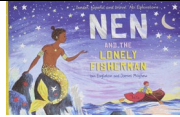


# Programme of Inquiry Planner -Lympsham Griffins Y3 (Long Term)

Class: Griffins		Year Group: 3			Academic Year: 2024-2025	
Theme	Humankind and Ourselves	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves
Summary	Inquiry into the laws governing the natural world, the dynamic interplay between the natural realm (encompassing physical and biological aspects) and human communities, the application of scientific principles by humans and the repercussions of scientific and technological progress on both the society and the environment.	Inquiry into understanding human connections spanning families, friends, communities, and cultures, exploring rights and duties and pondering the essence of humanity.	Inquiry into the ethical considerations surrounding rights and obligations in the endeavours to equitably distribute limited resources among humans and other living entities, the dynamics of communities and the connections within and between them, the attainment of fair access to opportunities, and the promotion of peace and resolution of conflicts.	Inquiry into our sense of location within space and time, individual life narratives, the concept of home and the journeys we embark upon, the remarkable discoveries, expeditions, and movements of humanity, and the intricate ties and interdependencies between individuals and societies, viewed from both local and global vantage points.	Inquiry into the methods by which we uncover and convey thoughts, emotions, the natural world, culture, convictions, and principles; the strategies through which we ponder, expand and take pleasure in our creativity; our recognition of the aesthetic.	Inquiry into oneself, examining beliefs and values, assessing personal well-being encompassing physical, mental, social, and spiritual aspects.
Y3	Inquiry into the laws governing the natural world, the dynamic interplay between the natural realm (encompassing physical and biological aspects) and human communities.	Inquiry into understanding human connections spanning cultures	Inquiry into the dynamics of communities.	Inquiry into our sense of location within space and time and the remarkable discoveries.	Inquiry into the methods by which we uncover and convey culture.	Inquiry into one's self, examining beliefs and values, assessing personal well-being encompassing physical and mental aspects.
Inquiry Title	<b>Movement is enabled in different ways</b> What enables movement?	<b>Natural processes can be influenced</b>	<b>People can evoke peaceful change if they understand democratic systems.</b>	<b>The structure &amp; organisation of one civilisation can be influenced by the development of another.</b>	<b>Humans communicate their beliefs and cultures in many ways.</b>	<b>The choices we make can affect our physical and mental well-being.</b>
Key Concepts	Function (How does it work?) Change (How is it changing?) Causation (Why is it like it is?)	Causation (Why is it like it is?) Connection (How is it connected to other things?) Reflection (How do we know?)	Reflection (How do we know?) Change (How is it changing?) Connection (How is it connected to other things?)	Form (What is it like?) Function (How does it work?) Perspective (What are the points of view?)	Causation (what is it like?) Reflection (how do we know?) Responsibility (What is our responsibility?)	Connection (How is it connected to other things?) Form (What is it like?) Perspective (What are the points of view?) (Responsibility (What is our responsibility?) Function (How does it work?)
3 Lines of Inquiry	<ul style="list-style-type: none"> <li>What enables <b>movement</b>? (skeletons, muscles, MRS GREN, people, rivers)</li> <li>How do behaviours <b>influence</b> our environments?</li> <li>Is environmental <b>progress</b> always positive?</li> </ul>	<ul style="list-style-type: none"> <li>Natural <b>processes</b> can be influenced</li> <li><b>Transformation</b> can be measured over time</li> <li><b>Discoveries</b> allow for new understanding (Pick Herculainan or Pompeii)</li> </ul>	<ul style="list-style-type: none"> <li>How rocks can give us <b>knowledge</b> of the past?</li> <li>What early inventions developed communities?</li> <li>How can <b>communities</b> develop cultures and belief?</li> </ul>	<ul style="list-style-type: none"> <li>How location can affect the <b>development</b> of a culture? (Nile)</li> <li>How stories can express a <b>cultures</b> beliefs?</li> <li>How can stories from the past influence the future?</li> </ul>	<ul style="list-style-type: none"> <li>How city resources effect <b>population</b> (e.g. rivers, airports)?</li> <li>What do <b>networks</b> tell us about cities?</li> <li>What systems are in place to improve our cities? (<b>diversity</b>)</li> </ul>	<ul style="list-style-type: none"> <li>What historical events have <b>influenced</b> modern societies?</li> <li>Humans are <b>responsible</b> for eco systems?</li> <li>What is democracy and the development of laws?</li> </ul>
Core Text/s	The Enormous Turnip River Story- Meredith Hooper Windows -Jeannie Baker	Escape from Pompeii- Christina Balit	Stone Age Boy The First Drawing Until I met Dudley Roger Mc Gough	The Story of Tutankhamun Patricia Cleveland- Peck Marcie and the Riddle of the Sphinx	The Matchbox Diary – Paul Heichman	Nen and the lonely Fisherman
	 		 			

Action/ Hooks	Curiosity about hobbies and talents-linked with 'Let me introduce myself' How can we influence healthy options? (teeth/ diets/ exercise)	Local trip to Wessex Water -Pollution quest to improve	General Election – understand democracy process	Visit the Egyptian dig Mummification- tomatoes/ oranges/ apples	Produce a piece of community art.	Children campaign against wasting water/ for litter picking/ mental well-being
Interleaving Subjects	Science (Skeletons, muscles, nutrition) Geography (Rivers) Art (Portraits- Artist Study- Pablo Picasso/ Romero Britto) PSHE (Being me in my world)	Science (Light & Shadow) Geography- (Volcanoes & Earthquakes (NB time lapse video)) DT (Shadow puppets/ Sewing puppet)	History (Stone Age/ Bronze Age) Geography (*Place knowledge – UK settlements/ land use) Science (Rocks and Soils) Art (Sculptures) Artist study (Clay)	History (Egypt) Geography (Egypt) Science (Rocks and soils) DT (Food)	Science (Forces and magnets) Geography (European cities) History RE Art PSHE	Science (plants) History (local study) Geography (local study) Art (Printing-local artist study)
Inquiry through Science	Science (Skeletons, muscles, nutrition)	Science (Light & Shadow)	History (Stone Age/ Bronze Age)	Science (Rocks and soils)	Science (Forces and magnets)	Science (plants)
Inquiry through Geography/ History	Geography (Rivers)	Geography- (Volcanoes & Earthquakes (NB time lapse video))	History (Stone Age/ Bronze Age) Geography (*Place knowledge – UK settlements/ land use)	History (Egypt) Geography (Egypt)	Geography (European cities)	History (local study) Geography (local study)
Inquiry through Art/ DT	Art (Portraits- Artist Study- Pablo Picasso/ Romero Britto) Drawing Bodies in action Julian Opie	DT (Shadow puppets/ Sewing puppet)	Art (Sculptures) Artist study (Clay)	DT (Food)		Art (Printing-local artist study)
Discrete Subjects						
Maths	1 Adding and subtracting through 10	2. Numbers to 1000	3. Right angles 4. Manipulating the additive relationship & securing mental calc	5. Column addition 6. 2-4-8 times tables 7. Column Subn	8. Unit fractions 9. Non unit fractions	10. Parallel & Perpendicular sides in polygons 11. Time
Times tables Y3	Facts (21)	Facts (21)	Doubles	2 times tables	Square numbers	5 times tables
Computing	Computing systems and networks – Connecting computers	Stop frame Animation	Programming A- Sequencing sounds	Data and information – Branching databases	Creating media – Desktop publishing	Programming B - Events and actions in programs
Internet Safety Active Bytes	A 'I am Kind and Responsible' Agreement / Kindness		A 'I am Safe and Secure' Privacy		A 'I am Healthy' Lifestyle Choices	
RE	Creation and Fall	Incarnation	Gospel	Salvation	People of God	Hinduism
PSHE Jigsaw	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL-French	Greetings/ how you're feeling Days of the week Alphabet <i>Je m'appelle... / Comment tu t'appelles ?</i>	Numbers 1-10 Age- <i>J'ai ... ans</i> Festivals Christmas	Animals <i>J'ai.../ Je suis...</i> Colours <i>Voici... (+ animal)</i>	Likes and dislikes of animals/ colours Adjective positioning Animal book	Numbers 1-20 Shop- definite/ indefinite articles	<i>Hare and Tortoise- c'est/ ce n'est pas</i>
PE	Swimming Team Games	Gymnastics Indoor team games	Dance Fitness activities	Team Games Basket games	Cricket Tennis	Sports day Athletic practice
Music	Ukulele		Ukulele		Ukulele	