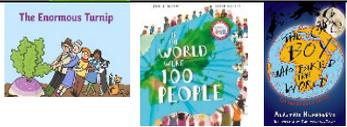


Programme of Inquiry Planner -Lympsham Griffins Y3 (Long Term)

Class: Griffins		Year Group: 3		Academic Year: 2025-2026		
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 & time, individual life narratives, the concept of home and the journeys we embark upon, the remarkable discoveries, expeditions, & movements of humanity, & the intricate ties and interdependences between individuals and societies, viewed from both local & 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 25-26	Who we are- independently and together (Song 'Better when we are together')	What is democracy?	Let's look around us- what can you find? Local study	Invaders & settlers (the Anglo-Saxon era)	Discovering a continent of contrasts -North America	Rainforests and humans -South America- Brazil, Amazon, Rainforests (secrets of the Amazon)
3 Concepts	Causation, form, connection/ perspective	Form, change, reflection	Reflection, causation, change	Function, perspective, connection	Function, responsibility	Change, reflection, responsibility
Key Concepts	Causation (Why is it like it is?) Form (What is it like?) Connection (How is it connected to other things?) Perspective (What are the points of view?)	Form (What is it like?) Change (How is it changing?) Reflection (How do we know?)	Reflection (How do we know?) Causation (Why is it like it is?) Change (How is it changing?)	Function (How does it work?) Perspective (What are the points of view?) Connection (How is it connected to other things?)	Function (How does it work?) Responsibility (What is our responsibility?)	Change (How is it changing?) Reflection (how do we know?) Responsibility (What is our responsibility?)
Lines of Inquiry 25-26 (Year 2) Inquiries into:	<ul style="list-style-type: none"> What shapes our identity? (PSHE, Science) What do we/ I enjoy? (PSHE- English) How all humans share a common humanity whilst belief and values vary (PSHE, RE, Geography) 	<ul style="list-style-type: none"> How did democracy begin & where do we see democracy in our society? Democracy leads to peace Was Ancient Greece a democratic society? 	<ul style="list-style-type: none"> Why did society develop in this location? (Village walk-Geog/ Hist/ Science) How do humans adapt & change to their environment? (Sci, Geog, Art) How has our local area changed? (Geog/Hist) How do humans use their landscape? (Geog) 	<ul style="list-style-type: none"> Settlements are not all the same, e.g. location We can understand landscapes in different way What different evidence helps us discover life in the past (Hist) 	<ul style="list-style-type: none"> How city resources effect population (e.g. rivers, airports)? What do networks tell us about cities? What systems are in place to improve our cities? (diversity) 	<ul style="list-style-type: none"> What is climate? How can I make a difference in shaping the world? (ARK)
Geography/ History Yr 2 Rolling programme	Geography- understanding different settlements & discovering more about our local area- Somerset History (local study) Land use , Geographical features, Fieldwork, Data	Geography (European cities)- Greece city Comparing locations- Somerset v Kos/ Rome History- Discovering Ancient Greek civilisation and the birth of democracy	Geography -(*Place knowledge – UK settlements/ land use) History- Anglo Saxons	Geography – (Roman <u>Volcanoes</u> Y3/ Earthquakes (Y4) (NB time lapse video) History- Anglo- Saxons (Romans)	Geography - North America History- Transport links USA	Geography – South America, Rainforests History-
Lines of Inquiry 24-25 (Year 1)	<ul style="list-style-type: none"> What enables movement? (skeletons, muscles, MRS GREN, people, rivers) How do behaviours influence our environments? Is environmental progress always positive? 	<ul style="list-style-type: none"> Natural processes can be influenced Transformation can be measured over time Discoveries allow for new understanding (Pick Herculainan or Pompeii) 	<ul style="list-style-type: none"> How rocks can give us knowledge of the past? What early inventions developed communities? How can communities develop cultures and belief? 	<ul style="list-style-type: none"> How location can affect the development of a culture? (Nile) How stories can express a cultures beliefs? How can stories from the past influence the future? 	<ul style="list-style-type: none"> How city resources effect population (e.g. rivers, airports)? What do networks tell us about cities? What systems are in place to improve our cities? (diversity) 	<ul style="list-style-type: none"> What historical events have influenced modern societies? Humans are responsible for eco systems? What is democracy and the development of laws?

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Interleaving Subjects	PSHE (Being me in my world) Art Geography Science	Science (Forces & magnets) Geography- (Volcanoes & Earthquakes (NB time lapse video))	History (Rocks and soils- fossils) Geography (*Place knowledge – UK settlements/ land use) Science (Rocks and Soils) Art	History (Romans) Geography (Romans) Science (Rocks and soils) DT (Food)	Science (plants- parts of) History RE Art PSHE	Science (plants) History (local study) Geography (local study) Art (Printing-local artist study)
Inquiry through Science	Science (Animals & humans- Movement & feeding)	Science (Forces and magnets)	Science (Rocks and soils)	Science (Rocks and soils) Science (Light & Shadow)	Science (plants- parts of)	Science (plants- needs of & experiments –remember geraniums)
Inquiry through Geog/ Hist	Geography- understanding different settlements & discovering more about our local area- Somerset History (local study) Land use , Geographical features, Fieldwork, Data	Geography (European cities)- Greece city Comparing locations- Somerset v Kos/ Rome History- Discovering Ancient Greek civilisation and the birth of democracy	Geography -(*Place knowledge – UK settlements/ land use) History- Anglo Saxons	Geography – (Roman Volcanoes Y3/ Earthquakes (Y4) (NB time lapse video) History- Anglo- Saxons (Romans)	Geography - North America History- T50 States Transport links USA	Geography – South America, Rainforests History-
Inquiry through Art & Access art	-Portraits artist study (Pablo Picasso & Romero Britto) -Cartoon sketches- Shinsuke Yoshitake -Gestural drawing with charcoal (Forest schools PM) U1	Cloth, thread & paint U3)- Art -Cloth, thread and paint	Working with shape and colour (U2)	Telling stories through drawing and making (U4)	Making animated drawings (link Computing) (U5)	Using natural materials to make images (U6)
DT	-joining beads for a key ring cross with links to class charter/ PSHE/ faith	DT -Textiles- Xmas lavender bags- cross stitch/ felt Xmas cooking		DT (Food)	Making animated drawings (linked to computing)	Using natural materials to make images
Core Text/s	The Enormous Turnip (PSHE) What if the world were 100 people (Geog)-Instructions Can I build another me? (art/ PSHE)	If I were Prime Minister... Trygve Skaug & Ella Okstad Sofia Valdez, Future Prez Adrea Beaty & David Roberts Beast of Olympus: Beast Keeper by Lucy Coats	The Pebble on my pocket Fossil Hunter Kate Winter	King Arthur & the Knights of the Round Table Anglo-Saxon Boy Tony Bradman or Winter of the Wolves	Living in the USA Jen Green 50 Adventures in the 50 States Kate Siber	Rio- film Brazil: the land and the people The Rainforest warrior Anita Ganeri & Margaux Carpentier
						
Action/ Hooks/ Launch	Curiosity about hobbies and talents- linked with 'Let me introduce myself' How can we influence healthy options? (teeth/ diets/ exercise) RE Interfaith week-visit to Mosque Lymsham village walk- sketching notable buildings - Village project, Local historian visit	General Election – understand democracy process				
Ashley Down- Maths Focus	Facts (21)- Number bonds to ten/ 100 etc.	Facts (21)	Doubles	2 times tables	Square numbers	5 times tables

Maths (Discrete)	Y3 Unit 1 Adding and subtracting through 10	Y3 Unit 2 Numbers to 1000	Y3 Unit 2 Numbers to 1000 Y3 Unit 3 Right Angles Y3 Unit 4 Manipulating the additive relationship & securing mental calculation	Y3 Unit 5 Column Addition Y3 Unit 7 Column Subtraction	Y3 Unit 8 Unit Fractions	Y3 Unit 9 Non-unit Fractions Y3 Unit 10 Parallel and Perpendicular Sides in Polygons Y3 Unit 11 Time
Computing (Discrete)	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	B 'I am Kind and Responsible' Kindness / Evaluating Content / Reporting & Supporting	A 'I am Safe and Secure' Privacy	B 'I am Safe and Secure' Privacy / Relationships	A 'I am Healthy' Lifestyle Choices	B 'I am Healthy' Age-appropriate / 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	Hare and Tortoise- <i>c'est/ ce n'est pas</i>
PE	Team Games Indoor team games	Swimming Gymnastics	Dance Fitness activities	Team Games Basket games	Cricket Tennis	Sports day Athletics practice
Music	Ukulele		Ukulele		Ukulele	