

In Year 3 we are growing the characteristic of...



ASPIRATION

through the learning journey

LOOK AT THE STATE WE'RE IN



3rd December 2018 - 25th January 2019

Rationale:

This learning journey will teach the children about the differences between solids, liquids and gases, and their properties. Furthermore, they will have a chance to find the ideal temperature to melt chocolate and how to keep drinks at the right temperature. They will explore in-depth how water changes state; exploring melting, freezing and condensing. As they aspire to become scientific investigators, they will have to set up reliable and accurate investigations and justify their predictions. Learners will also need to make and record accurate observations and use scientific language to explain their findings. Furthermore, we will focus on asking and answering questions using scientific language. Alongside working collaboratively as investigators, the children will be challenged to think about stereotypes that society has towards different social groups, and consider where their personal views and values lie amongst these. By engaging with the work of a local charity, 'Routes to Roots' the children will have the opportunity to promote the work they do with the homeless in Poole. Consequently, as the learners take action, they will begin to learn how they can take part more fully in community activities to recognise their worth as individuals and understand how their actions can positively impact others.

Respect	Independence	Creativity	
<p>Show Empathy</p> <p>I will demonstrate aspiration through my emotions by responding to others in a sensitive way and thinking of others first.</p> <p>We learn this through role play and researching the charity as well as participating in serving others before ourselves.</p>	<p>Face New Challenges</p> <p>I will demonstrate aspiration by being resilient and asking questions to further my understanding of the world.</p> <p>We will take inspiration from the significant works of famous scientists who have aspired to answer questions they have through their investigations.</p>	<p>Take Risks</p> <p>I will demonstrate aspiration by being confident to adapt my learning so I can improve.</p> <p>We will have our own questions to investigate. We will need to test our predictions in order to improve our understanding.</p>	<p>Science</p>
			<p>Citizenship</p>
			<p>English</p>

Hook:

The children will get the opportunity to hear all about the work of a local charity based in Poole 'Routes to Roots' that is founded on Christian principles and aspires to help all homeless,

newly homed and vulnerably housed adults locally. We look forward to hearing all about their work first hand!

Challenge:

Following a visit from local charity 'Routes to Roots' the learners will be faced with a real life problem. They are facing a crisis as winter sets in and more individuals seek shelter and warm drinks. There are simply not enough volunteers to serve the food and drinks and they cannot keep the drinks warm for long enough. Faced with a real life situation can Year 3 aspire to solve this problem? The children will set up their own scientific enquiry to explore what materials are best insulators.

Outcome:

There will be many opportunities for the learners in the year group to engage in supporting the charity in different ways; through fundraising, spreading the word and possibly even the chance to serve in one of the 'Routes to Roots' soup kitchens.

Learning through role play:

The role play area will be transformed into a science lab for our budding scientists. An opportunity to further develop their enquiry skills, ask questions and carry out investigations.

Community Impact:

This learning journey will see our year 3 children proactively seeking ways in which they can make positive impact in their community. The charity we will work with covers all religious, ethnic and socio-economic contexts at a local and national level. Our learners' actions in this learning journey will have a markedly beneficial impact on community cohesion within the local community. Our aim is to facilitate our learners recognise their role as responsible citizens in making worthwhile contributions to their community.

Computing:

Throughout the topic, the children will use the programme 'Dance mat typing' to develop their touch typing skills and become more familiar with the buttons on a keyboard. They will also learn the skill of inserting a picture into a word document to support their leaflet design.

Expert Input:

A visiting speaking from 'Routes to Roots' will inform us of the charities' aims and objectives, answer our questions and leave us excited to play our part in supporting their work. Also, our very own lunch time team will visit us to show how they keep records on the temperature of the food and how important it is in food safety.

How you can help at home:

Please refer to the knowledge pack organiser.

- Daily reading please.
- Frequent times tables practice of 3's, 4's, 8's please and Time tables rockstar.

Take Away Task:

We would love the children to continue to develop their enquiry skills and curiosity at home by investigating the following question-

What happens when you add ice to water?
(What happens to the volume? Does the volume change when the ice melts? Can you explain your findings?)

We can't wait to hear all about the experiments that have been carried out and the conclusions the children have reached from their investigations!

	Please be ready to share your learning the week commencing 21 st January.
<p>Planning for Greater Depth in Maths:</p> <ul style="list-style-type: none"> Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. <p>In context; we will use scientific language and results in our written calculations using data collected and interpret results.</p>	<p>Planning for Greater Depth in English:</p> <ul style="list-style-type: none"> Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
<p>Discrete Teaching Programmes (DTP's):</p> <ul style="list-style-type: none"> PSHE- Learners will learn.. <i>-to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</i> <i>-to recognise the role of voluntary and community groups.</i> <i>-that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; to think about the lives of people living in other places and times, and people with different values and customs.</i> <i>-that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</i> PE- Tag rugby (Outdoor), Gymnastics (Indoor) 	
<p>Steps to Success:</p> <ul style="list-style-type: none"> Visiting speaker from the charity 'Routes to Roots' to inform us of their work. Learn about the causes of homelessness and discuss/challenge stereotypes. Set the challenge to inspire our scientific investigation- What is the best material to insulate hot drinks? Begin own scientific investigations that will deepen our understanding of the challenge from the charity. Carry out accurate and reliable investigations on solids, liquids and gases including melting chocolate. Engage in role play to develop scientific enquiry. Use scientific language to write up investigations and record accurate observations. Devise scientific questions and answers that further our understanding. Develop our computer skills in typing and inserting a picture to support our leaflet design. Prepare information leaflets and persuasive posters to promote 'Routes to Roots'. Explore the impact of our actions and how we can use our skills to impact our community positively. Raise awareness of the charity through; a fundraising event, sharing the work they do, and having the opportunity to be part of the work 'Routes to roots' offers. Share our learning journey with 'Routes to roots' and evaluate the impact. 	

Evaluating Success:

Learners will develop a new learning strategy by scrutinising their own work and that of their peers to gain a wider view of what is possible. Exploring other learners' work allows them to see different ways of tackling the same task and, as a result, extend their own learning. They will explain the strengths and weaknesses in their own work in pairs or small groups. We will ask the learners what they feel they learned from each other in this process.

We will request feedback from the charity to help us evaluate the impact we have had.