


Hazelbury Learning Quest

The Future is Us



Hazelbury Primary School

Year 3	What destination is next?
<p>Explorers</p> <p>What destination is next?</p> 	<p>Intent – We aim to develop children’s curiosity about the wider world through a comparative study across the continents. Pupils will be looking at the physical and human characteristics of a country in each continent, and giving their own views on each location. As they move between continents, pupils will be able to use geographical vocabulary to compare destinations. They will also be able to communicate knowledge of where they are in the world using locational language and referring to compass points and grid references.</p> <p>Implementation – This will be taught in the context of the pupils as ‘explorers.’ On visiting each continent, pupils will begin by suggesting questions they would like to find the answers to. They will then use a variety of sources to research the geography of the area, building an explorer’s log of their own questions, facts including regional recipes, traditions, maps and images for each destination. They will be recording their own opinions on each country, based on the geographical evidence they have gathered.</p> <p>In DT, the pupils will be planning and preparing a healthy meal that can be prepared in various ways.</p> <p>In music, pupils will be listening to and appraising disco music. They will be learning to use their voices to sing and perform a piece.</p> <p>In science, pupils will be investigating forces and magnets. They will develop their understanding of the different types of forces before exploring the concept of friction. They will then observe how magnets can attract and repel one another, as well as some materials and not others. During scientific investigation, they will deepen their understanding of forces and magnets by grouping materials and making predictions using their scientific knowledge gained.</p> <p>Impact – For pupils to have a broader understanding of the diverse geographical features that exist throughout the world. To be able to explain how people are affected by the land they live in. To inspire a sense of adventure, and a desire to acquire more knowledge about places they have never been.</p>

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Hazelbury Value – Success

This value will be represented through the stories and assemblies through the half term. Additionally, the value will be addressed during discussions about success during aspiration day.

Citizenship Focus (PSHCE) - Healthy Me

Children will develop their understanding of what it means to have a balanced lifestyle. They will explore ways to incorporate exercise into their weekly routines and will begin to understand what is included in a healthy diet. Finally, the children will explore mental wellbeing; that mental well-being is a normal part of daily life, in the same way that physical health is.

UNCRC Articles

Article 24 - Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 7 – Name and Nationality - Children must have a nationality (belong to a country). Wherever possible children should know their parents and be looked after by them.

Mutual Respect & Tolerance

The following questions will be explored through discussions: *How does the environment we live in impact on our culture and traditions? What is national identity? How do we, and the citizens of others countries express our national identity?*

Engage, Enrich, Experience

Visitor – Big Has to visit to teach the children how to make pasta and a pasta dish.

Aspirations Day – Children will be exposed to a variety of professionals and career choices to help them consider their own aspirations for their future selves.

Digital Learning

Crumble In this unit, learners will use Crumble to explore how to connect a computer to a component (sparkles). Using algorithms, they will then begin to control the component before looking at repetition and sequencing to program their sparkles to light up in the way they choose.

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Writing across the curriculum

Instruction writing: During our geography lessons, pupils will be using their knowledge of an 8-point compass to write a set of instructions for someone travelling around a given location.

Travel brochure: Following their learning, children will write a travel brochure to encourage others to visit a location they found inspiring.

Subjects covered: Geography, DT, Music, Science

National and School curriculum

Geography	DT	Music	Science
Investigating location and places <ul style="list-style-type: none"> - Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. - Explain own views about locations, giving reasons and describe geographical similarities and differences between countries. 	Food preparation, cooking and nutrition: <ul style="list-style-type: none"> - Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. - Assemble or cook ingredients (with support control the temperature of the oven or hob, if cooking). - Measure ingredients to the nearest gram accurately. - Follow a simple recipe 	<p>Listen and appraise the song Bringing Us Together and other disco songs.</p> <p>Musical Activities - develop knowledge and understanding about the interrelated dimensions of music through learning to sing the song.</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	Forces and Magnets <ul style="list-style-type: none"> - Notice that some forces need contact between two objects, but magnetic forces can act at a distance - Observe how magnets attract or repel each other and attract some materials and not others - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials