



# The Oratory R.C. Primary and Nursery School

'Shine as to be a light to others'



## REAL Project Planner

Year: 3

Teacher: Mrs. K. Zegan

Teaching Assistant/s: Mrs. S. Fielding

Project Name	Project Summary	Essential Question
<b>Habitats</b>	<p>Throughout the project, children will learn about different types of habitats. We will be working on different projects.</p> <p>We will learn about local habitats as well as in the wider world (Oceans, Deserts, and Rainforests). Children will learn about classifying and grouping animals of different types. We will look at changes to wider environments and the dangers that this can pose to living things. We will understand and identify food chains. We will investigate climate and the changes that happen in the environment.</p>	<b>Can a Polar Bear live in the desert?</b>

### How will your children meet the 4 components of effective REAL Projects?

RIGOROUS	ENGAGING
<p><i>How will the children show in depth subject knowledge?</i></p> <p>Through creation of their work and displays.</p>	<p><i>How will your children engage in the learning?</i></p> <p>Our Project launch will be a visit of an animal carer. All learning is purposeful and linked to the projects.</p>
AUTHENTIC	LEARNING
<p><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p>Children will present and share their learning with parents during the assembly.</p>	<p><i>How will your children show their learning of content and key skills in this project?</i></p> <p>Through beautiful outcomes which have been critiqued and improved on throughout.</p>

# REAL Project Planner Autumn 2018

Project Start	Project End
September 2018	December 2018

Key Outcomes	Trips and Experiences	Immersion - Classroom
Play scripts; Posters Animal Masks Dragon eggs Paper plate fish Mosaic Poetry and performance of a poem Explanation text Fact files on animals Setting description Note of advice	'Hands on animals' workshop	Word banks Displays; Reading the class novel "The Great Kapok Tree" by L. Cherry, "Mouse, bird, snake, wolf" by D. Almond Art/DT

Exhibition Venue	Exhibition Plan
School/classroom	Children will organise an assembly and will share their learning and present their work.

# Weekly REAL Project Planning Autumn 2018

Date	Key Outcomes	Skills and Milestones
<p><b>Week 1</b></p> <p><b>10<sup>th</sup> Sept – 14<sup>th</sup> Sept</b></p> <p><b>Why do organisms live in different habitats?</b></p>	<p>Project launch- Animal Man Visit.</p> <p>Description of a setting</p>	<p><u>English</u>- to create characters and settings. To use alliteration and similes effectively To use a mixture of sentences To join letters Compose and rehearse sentences orally. Plan, write, edit and improve. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences dictated by the teacher Use a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use and understand grammatical terminology when discussing writing and reading (word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause) Read aloud writing to a group or whole class, using appropriate intonation. Draw inferences from reading. Predict from details stated and implied. Recall and summarise main ideas. Ask questions to improve understanding of a text.</p> <p><u>Mathematics</u>- Number- Place value- Identify, represent and estimate numbers using different representations.</p> <p><u>Science</u>- Recognise different habitats and that environments can change and that this can sometimes pose dangers to specific habitats.</p>
<p><b>Week 2 + 3</b></p> <p><b>17<sup>th</sup> – 21<sup>st</sup> Sept</b> <b>24<sup>th</sup>- 28<sup>th</sup> Sept</b></p> <p><b>How to group organisms according to their characteristics?</b></p>	<p>Description of a setting</p>	<p><u>English</u>- Use adjectives, similes and alliteration effectively To use a mixture of sentences To join letters Use the main features of a type of writing (identified in reading) Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences dictated by the teacher Use a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use and understand grammatical terminology when discussing writing and reading (word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause) Draw inferences from reading. Predict from details stated and implied. Recall and summarise main ideas. Ask questions to improve understanding of a text.</p> <p><u>Mathematics</u> – Number- Place value- Identify, represent and estimate numbers using different representations. Recognise the place value of each digit in a three-digit number (hundreds, tens, and ones). Find 10 or 100 more or less than a given number</p>

		<p><u>Science</u>- Living in environments, habitats To use straightforward, scientific evidence to answer questions or to support the findings. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p><u>Geography</u>- Living in the desert (locate deserts, weather, climate, people and deserts) Use a range of resources to identify the key physical and human features of a location.</p> <p><u>DT/Art</u>- Create and evaluate a mosaic Use a number of brush techniques Mix colours effectively.</p> <p><u>RE</u>- how to find God in the desert (Exodus 13:21-22, 16:4, 17:1-7; 1 Kings 19; Matthew 3:1-6, 4:1-11)</p>
<p><b>Week 4 + 5</b> <b>1<sup>st</sup> Oct- 5<sup>th</sup> Oct</b> <b>8<sup>th</sup>- 12<sup>th</sup> Oct</b></p> <p><b>What impact do we have on habitats and environment?</b></p>	<p>Word collection- display wall Poems</p>	<p><u>English</u>- To write a poem using the techniques identified in reading To use a mixture of sentences To join letters Use the main features of a type of writing (identified in reading) Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences dictated by the teacher Use and understand grammatical terminology when discussing writing and reading (word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause) Draw inferences from reading. Predict from details stated and implied. Recall and summarise main ideas. Ask questions to improve understanding of a text.</p> <p><u>Mathematics</u>- Number- Place value- Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems Count from 0 in multiples of 4, 8, 50 and 100 Addition and subtraction- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers.</p> <p><u>Geography</u>- The Rainforest (locate, layers of vegetation, climate, people and settlements, rainforest under threat) Use a range of resources to identify the key physical and human features of a location.</p> <p><u>Science</u>- Living in the rainforest (parts of rainforest plants, animals from the Amazon rainforest, food chains) Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>

		<p><u>Art/DT</u>- draw rainforest animals Draw and replicate the art of Henri Rousseau Create original pieces that are influenced by studies of others. Replicate some of the techniques used by notable artists, artisans and designers. Annotate sketches to explain and elaborate ideas</p> <p><u>RE</u>- what makes human beings special? (Genesis 1:26-31; Psalm 8)</p>
<p><b>Week 6 + 7</b> <b>15<sup>th</sup>- 19<sup>th</sup> Oct</b> <b>22<sup>nd</sup>- 26<sup>th</sup> Oct</b></p> <p><b>Where are you in the food chain?</b></p>	Explanation text	<p><u>English</u>- Write an explanation text Use headings and subheadings To use a mixture of sentences To join letters Use the main features of a type of writing (identified in reading) Organise paragraphs around a theme. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences dictated by the teacher Use a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use and understand grammatical terminology when discussing writing and reading (word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause) Draw inferences from reading. Predict from details stated and implied. Recall and summarise main ideas. Ask questions to improve understanding of a text.</p> <p><u>Mathematics</u> – Addition and subtraction Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers.</p> <p><u>Science</u> – Under the sea Identify the different types of teeth in humans and their simple functions.</p> <p><u>Art/DT</u>- Design, make and evaluate a paper plate fish Use watercolour paint to produce washes for backgrounds then add detail. Ensure work is precise. Create and combine shapes to create recognisable forms</p> <p><u>Geography</u>- Under the Sea (locate oceans, uses of oceans and seas) Use a range of resources to identify the key physical and human features of a location.</p> <p><u>RE</u>- Noah's ark (Genesis 6-9) (W 6-7)</p>
<p><b>Week 8+9</b> <b>22<sup>nd</sup>- 26<sup>th</sup> Oct</b> <b>Half-term break</b> <b>5<sup>th</sup>- 9<sup>th</sup> Nov</b></p> <p><b>What is your favourite habitat and why?</b></p>	Write in role	<p><u>English</u>- use persuasive language Use similes and alliteration effectively To use a mixture of sentences To join letters Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences dictated by the teacher Use a wider range of conjunctions, including when, if, because, although.</p>

		<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition          Using and punctuating direct speech.          Use and understand grammatical terminology when discussing writing and reading (word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause)          Draw inferences from reading.          Predict from details stated and implied.          Recall and summarise main ideas.          Ask questions to improve understanding of a text.</p> <p><u>Mathematics</u>- Addition and subtraction- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.          Estimate the answer to a calculation and use inverse operations to check answers.          Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  <u>Geography</u>- create the Ppt presentation          Explain own views about locations, giving reasons.</p> <p><u>RE</u>- how do habitats praise God? (Song of the Three, Daniel 3:28ff) (W8)</p>
<p><b>Week 10+ 11</b>  <b>12<sup>th</sup>- 16<sup>th</sup> Nov</b>  <b>19<sup>th</sup> – 23<sup>rd</sup> Nov</b></p> <p><b>Fabulous finish</b></p>	<p>The next part of the story- writing including setting description and dialogue.</p> <p>Playscript</p>	<p><u>English</u>- To write play script          To punctuate speech correctly          To use adjectives, similes and alliterations effectively          To use a mixture of sentences          To join letters          Use the main features of a type of writing (identified in reading)          Organise paragraphs around a theme.          Use the first two or three letters of a word to check its spelling in a dictionary.          Write from memory simple sentences dictated by the teacher          Use a wider range of conjunctions, including when, if, because, although.          Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition          Using and punctuating direct speech.          Use and understand grammatical terminology when discussing writing and reading (word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause)          Draw inferences from reading.          Predict from details stated and implied.          Recall and summarise main ideas.          Ask questions to improve understanding of a text.</p> <p><u>Mathematics</u>- Multiplication and division Count from 0 in multiples of 4, 8, 50 and 100          Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.          Write and calculate mathematical statements for multiplication and division using the multiplication tables they know</p> <p><u>Geography</u>- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.          Describe some of the characteristics of these geographical areas.</p>

		<p><u>Art</u> – Design and make a model aquarium Sketch lightly Use shading to show light and shadow.</p>
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