

Oratory REAL Project Overview Autumn

'Shine as to be a light to others'

Year: 3

Teacher: Mrs K Zegan

Teaching Assistant: Mrs S Fielding

Project Name	Project Summary	Essential Question
Habitats	<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 (mammals, fish, amphibians, invertebrates). 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>	Can a Polar Bear live in the desert?

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><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

Project Start	Project End
September	July 2018 (10 weeks)

Key Outcomes	Trips and Experiences	Immersion - Classroom
Habitats working wall/display; Writing Wall Display; Animal Masks Model Aquarium Paper plate fish Mosaic Ppt presentation Animal Poems Fact files on animals	'Hands on animals' workshop	Word banks Displays; Reading the class novel "Why the whales came?" by M. Morpurgo Art/DT

Exhibition Venue	Exhibition Plan
School/classroom	

Weekly REAL Project Planning Summer 2018

Date	Key Outcomes	Skills and Milestones
<p>Week 1</p> <p>18th March – 23rd March</p> <p>Why do organisms live in different habitats?</p>	<p>Project launch-Animal Man Visit.</p> <p>Animal fact files sheets Poems on animals Animal masks</p>	<p><u>English</u>- introduce the topic; -introduce the class novel “Why the whales came?” by M. Morpurgo -introduce the essential question; - research information about the Narwhal whales and the chosen animal To write poems- key aspects- effective use of similes, well-chosen verbs and adjectives for describing, use of questions.</p> <p><u>Mathematics</u>- Position and shapes</p> <p><u>Science</u>- Living in environments, habitats To record findings.</p> <p><u>Art/DT</u> - design, make and evaluate a rainforest animal mask Select and arrange materials for a striking effect. Ensure work is precise.</p> <p><u>Music</u>- listen and respond to Saint-Saens’ ‘ Aquarium’</p> <p><u>RE</u>- goodness and order in creation (Genesis 1:20-23)</p>
<p>Week 2 + 3</p> <p>23rd- 27th March 1st May- 4th May</p> <p>How to group organisms according to their characteristics?</p>	<p>A mosaic Non-chronological report-)</p>	<p><u>English</u>- To write a non-chronological report To organise the writing in paragraphs, to use headings and subheadings. To identify features of the text.</p> <p><u>Mathematics</u> – Fractions</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</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>Week 4 + 5</p> <p>7th May- 11th May 14th May- 18th May</p> <p>What impact do we have on habitats and environment?</p>	<p>Images of rainforest animals Replicated art of H. Rousseau Non-chronological report Real life setting description</p>	<p><u>English</u>- To write a non-chronological report; - Real life setting description- key aspects- well chosen verbs and adjectives for describing, use of adverb starters to vary the openings of sentences.</p> <p><u>Mathematics</u>- Time and fractions (W4) - Fractions (W5)</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</p>

		<p>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>Week 6 + 7 21th May- 24th May 4th June- 8th June Where are you in the food chain?</p>	<p>Paper plate fish Real setting description</p>	<p><u>English</u>- Real setting description To use fronted adverbial and to punctuate it correctly. To plan, edit and write. To identify features of the text.</p> <p><u>Mathematics</u> – Time and Fractions</p> <p><u>Science</u> – Under the sea - Eating and digestion Describe the simple functions of the basic parts of the digestive system in humans. Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat.</p> <p><u>Art/DT</u>- Design, make and evaluate a paper plate fish</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>Week 8+9 11th June- 15th June 18th June- 22nd June What is your favourite habitat and why?</p>	<p>Fantasy settings</p>	<p><u>English</u>- Fantasy setting descriptions- key aspects- use the writing of prepositional phrases to structure, express opinion and supporting ideas by referring to the text, use of details to add reality to a fantasy setting.</p> <p><u>Mathematics</u>- Decimals</p> <p><u>Art/DT</u>- Create images, video and sound recordings and explain why they were created.</p> <p><u>Geography</u>- create the Ppt presentation and a digital storybook 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>Week 10 25th June- 29th June Fabulous finish</p>	<p>Fantasy settings Aquarium model</p>	<p><u>English</u>- Explanation To identify the features of the text.</p> <p><u>Geography</u>- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p><u>Art</u> – Design and make a model aquarium</p>