

Year 3 Learning in FOREST SCHOOL

CONTINUOUS PROVISION

Long Term Key Learning Opportunities: Key Stage 2: Year 3

Literacy

Pupils should become more familiar with and confident in using language in a greater variety of situations for a variety of audiences and purposes...

Reading

*develop positive attitude to reading and understanding of what they read by:

* listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

*Understand what they read, in books they can read independently by:

* checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

asking questions to improve their understanding of text

*retrieve and record information from non-fiction

Writing

In addition to statutory requirements...

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Science

Children should broaden their scientific view of the world around them through exploring, talking about, testing and developing ideas about everyday phenomena and h relationships between living things and familiar environments.

Working Scientifically

* asking relevant questions and using different types of scientific enquiries to answer them

* setting up simple practical enquiries, comparative and fair tests

* making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

* gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

* recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

* reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

* using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

*identifying differences, similarities or changes related to simple scientific ideas and processes

* using straightforward scientific evidence to answer questions or to support their findings.

Plants

*identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

* explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

* investigate the way in which water is transported within plants

* explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals including humans

* identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

* identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks

*recognise that soils are made from rocks and organic matter

Light

* recognise that they need light in order to see things and that dark is the absence of light*notice that light is reflected from surface

*recognise that light from the sun can be dangerous and that there are ways to protect their eyes

* recognise that shadows are formed when the light from a light source is blocked by a solid object

* find patterns in the way that the size of shadows change.

RSE

Caring friendships

Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

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DT

DT is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems with a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

- *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- *select from and use a wider range of tools and equipment to perform practical tasks accurately
- *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- *apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- *understand and use mechanical systems in their products

Art

Should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own words of art, craft and design.

- *to create sketch books to record their observations and use them to review and revisit ideas
- *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- *about great artists, architects and designers in history.

Numeracy

*solve number problems and practical problems involving number, missing number problems, using number facts, place value and more complex addition and subtraction.

- See NC for additional objectives

Measurement

- measure, compare, add and subtract: lengths; mass, volume/capacity

Geometry

- *draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes indifferent orientations and describe them.

Learning and Development using EYFS principle From Development Matters

Unique Child

- *Provide a range of resources that reflect the diversity of individuals and the community
- *Consider each child's stage of development and support their individual interests (NC: Inclusion)

Enabling Environments

- *Follow principles for inclusion: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning (NC: inclusion)
- *Teachers use, where appropriate, a range of organisational approaches, such as setting, to ensure that learning needs are properly addressed (NC: Inclusion)
- * Review the environment resources after each day - plan work that builds on interests (NC: Inclusion)
- *Exploit the mathematical and literacy potential of the area
- *Exploit other opportunities to extend and progress thinking and learning at the area

Positive Relationships

- * Help children to cooperate, share and succeed
- * Encourage children to respect other children's work and contributions
- * Share and celebrate the children's work

Learning & Development

- *Ensure that children know the current target for learning (NC: Inclusion)
- *Model the main features of spoken and written standard English (En1, 5 and En3, 6)
- *Support the children as they apply their knowledge, understanding and skills to further their learning.
- *Help the children make cross curricular connections in their learning.
- * Pose carefully framed open-ended questions, such as 'How can we?' or 'What would happen if?'
- *Model correct handling of tools/equipment
- * Work alongside the children, demonstrating/making and solving problems

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<p style="text-align: center;">Music</p> <p style="text-align: center;">Music is a universal language that embodies one of the highest forms of creativity.</p> <p>*taught to sing ...with increasing confidence and control.</p> <p>Each session will start with singing to welcome the children,</p>	<p style="text-align: center;">Geography</p> <p>Should inspire in pupils a curiosity and fascination about the world.</p> <p>* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>*use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>*use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p style="text-align: center;">Possible Experiences</p> <p>*den building * knot tying * cooking *fire lighting * 2d and 3d art using variety of different materials * flora and fauna identification *independent work * working as a team * drama * measuring using non standard units * weaving * working with tools * writing labels * story writing * measuring * careful observations</p> <p>NB - other subjects not mentioned here can also be taught explicitly within the forest school area - but may not happen 'naturally' during independent playful learning time</p>	<p style="text-align: center;">Characteristics of effective learning (from Dev Matters)</p> <p style="text-align: center;">Playing and exploring - engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p style="text-align: center;">Active learning - motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p> <p style="text-align: center;">Creating and thinking critically - thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>
<p><u>Other enhancements based on children's current needs and interests:</u></p>		<p style="text-align: center;">.Permanent Resources</p> <p>* tarps * ropes * string * writing kits * maths kits * art kits * paint * different sized pieces of paper * identification guides * magnifying glasses * digging tools * water * natural found resources</p>	<p><u>CURRENT TASK:</u></p> <p>Shelter building Andy Goldsworthy art</p>