

<p><b>Year Group:</b> Year 3  <b>Name of project:</b> Into the Woods  <b>Term:</b> Summer 2</p>	<p><b>Summary of current hook:</b></p> <p>Children will explore given areas of the Outdoors looking for different kinds of leaves (provided with an identification key). Could collect one of each type. Class to take the ipad with them in case they discover anything interesting! Evidence of the minpins to be hidden in the areas.</p>	<p><b>Summary of current celebration:</b></p>
<p><b>Learning Journey</b></p> <p>Music - No place like...  DT – Making carts for the minpins.  Science –Light and shadow  RE – Innovating – Create own creation story for the Minpins after they have learnt about the Christain and Hindu Creation stories  Computing – Programming (Scratch ) Make the tasks woodland linked.</p>	<p><b>RSE</b></p> <p>Growing and Changing</p>	<p><b>Outdoor Learning</b></p> <p>Copse – explore different kinds of trees and ‘discover evidence of the Minpins  Geography – longitudinal study continuation  Science – Shadows Investigation  Art – Using natural material - James Brunt</p>
	<p><b>E-Safety</b></p>	<p><b>Key dates</b></p> <p>6<sup>th</sup> June – INSET Day  10<sup>th</sup> June – Sleepover  22<sup>nd</sup> /24<sup>th</sup> June Library Visit  27<sup>th</sup> June Transition Day  11<sup>th</sup> July Reports Home  12<sup>th</sup> July Sports Day  21<sup>st</sup> July Last Day of Term</p>
	<p><b>What are the current curriculum links to Maths and English?</b>  Class reader – The Minpins/The Lost Words  <b>Non fiction Text</b> – Books about trees and Woods etc  <b>Film</b> –  <b>Writing outcomes</b>  <b>Bob Cox – The Shadow in the Drawer</b>  Report – Inormation text on the Minpins  Instructions/Evaluation – Minpin cart  Discussion– Is having minpins in the Copse a good idea?</p>	<p><b>Maths – Traffic Survey</b></p>
<p><b>Independence</b></p> <p>The children will be provided with the relevant tools and learning environments to ensure they are ready for learning.</p> <p>Children will be given the opportunity to make their own decisions when presenting their knowledge and understanding.</p> <p>Children will be encouraged to set their own goals and targets by responding to feedback, peer and self-assessment.</p> <p>Children will know the importance of listening to and using guidance from others</p> <p>Children will start to understand that approaches to learning may differ.</p>	<p><b>Never Giving Up</b></p> <p>The children can draw from previous experiences to support their learning.</p> <p>The children will be able to use a range of ways to help themselves with their learning by using the appropriate resources and scaffolds provided.</p> <p>All tasks will be carried through to the end to ensure success.</p> <p>The children will recognise that it is okay to make mistakes.</p> <p>Children can view constructive feedback as a positive challenge and use it to make progress</p>	<p><b>Teamwork</b></p> <p>Children listen to others and respect and include of each group member and their ideas</p> <p>Children understand what a group is and how to be part of a team.</p> <p>Children can communicate ideas to others and recognise each team member is required to make a positive contribution</p> <p>Children can work with a team to achieve a common goal</p>
<p><b>Growth Mindset</b></p> <p>Children are encouraged to approach difficult learning with self-belief.</p> <p>Children will be able to use models in lessons and inspiration in the success of others.</p> <p>Children will start to make links between their new learning and what they already know.</p> <p>Children will know and understand how to improve their knowledge through new challenges.</p>	<p><b>Innovators</b></p> <p>Children can use their imagination and make free choices and resources in a variety of situations.</p> <p>Children can present their learning in a different way from other people.</p> <p>Children feel confident exploring an idea which may not have a right or wrong answer in the end.</p> <p>Children will always be encouraged to be confident enough to have a go!</p>	<p><b>Evaluators</b></p> <p>Children can identify at least one thing which has gone well in their learning</p> <p>Children will recognise and say how they feel about their learning, making an assessment about how the task is going.</p> <p>Children will be confident enough to make a constructive comment about others' work.</p> <p>Children will be able to say what would help them to do the task better next time</p>

	<p>Children will start to understand that ideas can be expressed and there could be more than one idea.</p>	<p>Children will use reflection time wisely and understand this could inform future learning.</p>
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