



Oratory REAL Project Overview Summer



'Shine as to be a light to others'

Year:3

Teacher: Mrs Zegan

Teaching Assistant: Mrs Fielding

Project Name	Project Summary	Essential Question
<p>The World Cup</p>	<p>Children will be investigating the history of the world cup and where football originates. They will find out about local football and information about a range of famous football players. Alongside this they will learn the skills needed to play and coach football. They will also define healthy lifestyle, healthy minds and a balanced diet. They will gain knowledge of the nutrients we need to survive and the muscles and skeleton in our bodies. They will also discover the nutrients and features of plants.</p>	<p><i>How can we become champions?</i></p>

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>Children will be able to answer the essential question by providing enough information in their final showcase. They will be able to coach the guests to play football. Their final products will have been critiqued so they are at a high standard of quality.</p>	<p><i>How will your children engage in the learning?</i></p> <p>The classroom learning environment will be adapted to display the features of a football pitch. Displaying our essential question will allow enquiry and motivate children to answer the question. All learning will be showcased in the final exhibition giving children purpose to their learning.</p>
AUTHENTIC	LEARNING
<p><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p>Parents and Carers will be invited to come and participate in their final showcase. It is the children's responsibility to provide information and enjoyment for their families.</p>	<p><i>How will your children show their learning of content and key skills in this project?</i></p> <p>Children will use the knowledge which they have learnt in a showcase to present to parents and carers at the end of the topic. Children will also be working towards answering the essential question throughout the topic and providing an answer at the end.</p>

REAL Project Planner Summer

Project Start	Project End
April	July

Key Outcomes	Trips and Experiences	Immersion - Classroom
<ul style="list-style-type: none"> • Understanding of the history of football and the world cup. • Comparing distances football player's travel to get to Russia. • Making a meal plan of a balanced diet. • Understanding the terms healthy lifestyle, healthy mind and balanced diet. • Biography of famous football player • Diagrams of the muscles and skeleton in a human body. • Comparing animals with and without skeletons. • Understanding features of a flowering plant. 	<ul style="list-style-type: none"> • Coaching to teach football skills. • Trip to local football club. • Teaching other people to play football. • Children to teach other classes how to play football at lunch and break times. 	<ul style="list-style-type: none"> • Back wall to look like a football goal • Score board in the classroom. • Different balls around the room. • Dressing room with school kit displayed.

Exhibition Venue	Exhibition Plan
School field.	<p>Parent/child football matches- Children to teach parents the skills needed to play football.</p> <p>Children to then work with their parent in playing a football match.</p> <p>Other children to sell strawberries and cream and squash to parents.</p>

Weekly REAL Project Planning Summer 2018

Date	Key Outcomes	Skills and Milestones
<p style="text-align: center;">Week 1+2</p> <p>Essential Question: How can we stay fit and healthy?</p>	<ul style="list-style-type: none"> *Project launch- Morning of football coaching. *Leaflet of how to stay fit and healthy. *Orally retell a book review for the BFG. *Multiply a 1 digit and 2 digit number. *Mind map of things that make us under pressure. *Design a mini football stadium. 	<p><u>English</u></p> <ul style="list-style-type: none"> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve. <p><u>Maths</u></p> <ul style="list-style-type: none"> *Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. <p><u>Science</u></p> <ul style="list-style-type: none"> * Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. <p><u>Physical Education-</u></p> <ul style="list-style-type: none"> * Follow the rules of the game and play fairly.
<p style="text-align: center;">Week 3+4</p> <p>Essential Question: Where do we get our nutrients?</p>	<ul style="list-style-type: none"> *Innovate book review for BFG. *Meal plan of a balanced diet. *Define a balanced diet using names of food groups. *Leaflet of ways to cope under pressure. *Identify 2d and 3d shapes. *Research historical football players. 	<p><u>English</u></p> <ul style="list-style-type: none"> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve. <p><u>History</u></p> <ul style="list-style-type: none"> * Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <p><u>Science</u></p> <ul style="list-style-type: none"> * 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><u>PSHE</u></p> <ul style="list-style-type: none"> * Push past fears and reflect upon the emotions felt afterwards.

<p>Week 5+6</p> <p>14th May-18th May 21st May- 24th May</p> <p>Essential Question: How does playing football affect our bodies?</p>	<ul style="list-style-type: none"> *Write a same event diary entry. *Create mini football stadium. *Diagram of the structure of the muscle and skeleton systems. *explanation of how football effects our bodies. *Research about the history of the world cup. *Plan questions to ask at the football club. *Draw 2D shapes and make 3D shapes. 	<p><u>Communication</u></p> <ul style="list-style-type: none"> * Engage in discussions, making relevant points. <p><u>English</u></p> <ul style="list-style-type: none"> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve. <p><u>Maths</u></p> <ul style="list-style-type: none"> * Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. <p><u>Science-</u></p> <ul style="list-style-type: none"> * Identify that humans and some animals have skeletons and muscles for support, protection and movement.
<p>Week 7</p> <p>4th June-8th June</p> <p>Essential Question: How do we keep a healthy mind?</p> <p>First Holy Communion 10th June</p>	<ul style="list-style-type: none"> *Orally retell and write an opening chapter of a mystery story. *Define a healthy mind. *Adding and subtracting money. *Research the location of this year’s world cup. 	<p><u>English</u></p> <ul style="list-style-type: none"> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve. <p><u>Maths</u></p> <ul style="list-style-type: none"> * Add and subtract amounts of money to give change. (£ and p). <p><u>PSHE</u></p> <ul style="list-style-type: none"> * Begin to understand why some activities feel uncomfortable. <p><u>Geography</u></p> <ul style="list-style-type: none"> * Ask and answer geographical questions about the physical and human characteristics of a location.

<p style="text-align: center;">Week 8+9</p> <p>Essential Question: Where does football come from?</p>	<p>*Measuring and comparing units of measures.</p> <p>*Adding and subtracting units of measures.</p> <p>*Writing an opening chapter of a mystery story.</p> <p>*Comparative table of animals with and without skeletons.</p> <p>*Research the history of football and the world cup.</p> <p>*Create leaflet for how to cope under pressure.</p> <p>*Create a portrait of a famous football player.</p>	<p><u>English</u> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve.</p> <p><u>Maths</u> * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p><u>Art</u> *Sketch lightly (no need to use a rubber to correct mistakes). *Use different hardness of pencils to show line, tone and texture.</p> <p><u>Science</u> * Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p><u>PSHE</u> * Push past fears and reflect upon the emotions felt afterwards.</p>
<p style="text-align: center;">Week 10</p> <p>Essential Question: How far do football players travel to the world cup?</p>	<p>*Draw and label diagram of a flowering plant.</p> <p>*Measuring and comparing units of measures.</p> <p>*Adding and subtracting units of measures.</p> <p>*Orally retell a play script.</p> <p>*Research countries famous football players originate from.</p> <p>*Use internet and an atlas to find out miles football players travel to the world cup.</p>	<p><u>English</u> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve.</p> <p><u>Maths</u> * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p><u>Geography</u> *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p><u>Science</u> * Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p>

<p>Week 11 + 12</p> <p>Essential Question: Are football players similar to plants?</p>	<p>*Understand the requirements of a plant and compare to a human.</p> <p>*Investigate how water is transported inside a flowering plant and create diagram.</p> <p>*Innovate play script.</p> <p>*Research different football cups around the world and their location.</p> <p>*Solve measures word problems.</p> <p>*Begin to create leaflets, posters and invitations for football match.</p>	<p><u>English</u> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve.</p> <p><u>Maths</u> *Solve simple measure and money problems.</p> <p><u>Geography</u> *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p><u>Science</u> * 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</p>
<p>Week 13</p> <p>Essential Question: Can we arrange a football match?</p> <p>Final Exhibition: 19th July 2:00-3:00</p>	<p>*Write own play script using the model.</p> <p>*Create a labelled diagram of the lifecycle of a flowering plant.</p> <p>*Plan football match including amounts of strawberries, cream and squash needed.</p> <p>*Create leaflets, posters and invitations for football match.</p> <p>*Put on the football match for parents and carers.</p> <p>*Solve measures word problems.</p>	<p><u>English</u> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve.</p> <p><u>Maths</u> *Solve simple measure and money problems.</p> <p><u>Science</u> * Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Communication</u> * Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</p>