



# Curiosity

## in Year 3...

In Year 3 we are curious about everything! Year Three is a transitional year for the children to learn about who they are and develop their roles within Key Stage 2. It is also an opportunity for children to involve themselves in parts of the Pirbright journey which they have observed from afar in their younger years. Key calendar events and activities which they are now old enough to participate in become even more exciting and interesting for them to enjoy.

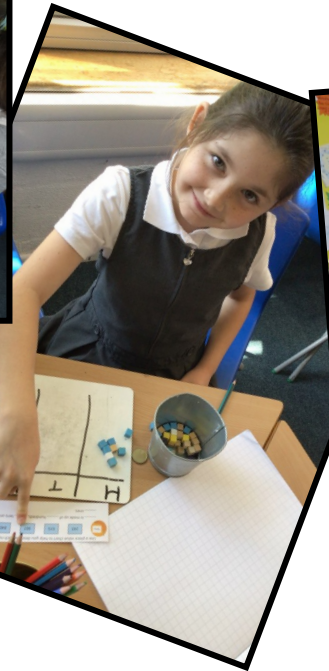
In our magnets and our soil enquiries, the children used their curiosity skills to explore the impact of forces and what soils are made of. Throughout our history topics, we demonstrate curiosity about the lives of people in the past and how they impact us in the present day—for example, considering the impact of Egyptian engineering on farming methods and virtually exploring ancient pyramids and tombs.

Our art study led us to question our natural environment and think about different ways artists had represented this through their work. The children were encouraged to ask questions but also to think of ways they could find the answers too!

We model through English using Pink and Green pens to enable discussion points for learning and development. The children then respond to these ideas curiously and challenge their own understanding using their Purple pens.

# Independence

## in Year 3...



With a jump into Key Stage 2, the children are encouraged to use Independence as a 'life skill' being responsible for their transitions, property, home and school movements, eg: where to go for meeting their collection person etc.

In Year 3 we encourage the children to think about the resources and self-help strategies they will need to help them become more independent. We talk about what 'independence' means — having a go, finding a way to solve a problem on your own, reviewing your work and making edits where necessary before seeking guidance from other people in the room.

The children use their independent learning skills in maths when completing our chilli challenges—empowered to move onto the next challenge as and when they feel ready. We introduce Number Sense in the Spring term, where the children expand their knowledge of times tables facts. They are able to show their independence skills by accessing our Number Sense display and posters to recall key facts for the different times tables. The progressive nature of Number Sense provides the children with a stairway to success which they can access without adult support. They can also find other key mathematical processes on our working walls and feel confident to use these throughout all our mathematical topics. While in English, Year 3 provides the structure for children to become independent writers. We provide a writing wish list which the children quickly become familiar with and confident using. This enables the children to edit, improve and set their own targets before, during and after writing a range of genres.

# Organisation

in Year 3...



'Tickled Pink' and 'Green for Growth' pens are used by the teachers to provide formative feedback on learning. The children use this to help them organise their areas of strength and for development. The children structure their 'Purple Penning' to respond to this formative feedback. They are also supported in using this method as they begin to feedback to their peers formatively also. When writing for different purposes, the children are able to use their organisation skills to display their ideas. We write non-chronological reports about the Ancient Egyptians focusing on paragraphs, subheadings and the placement of photos.

As the children transition into Key Stage 2, we put more responsibility and ownership onto the learner to ensure the home-school cohesion is succinct. The children are required to manage their learning resources between home and school. We also talk about organising your resources and learning space to enable better access to learning. What do you need? How will you use it? Where can you find it? We focus on organising our ideas and thoughts in a way that helps us structure your talking and also the work we are producing. Our key focus in geography of compass skills, OS maps and orienteering enables use to develop our organisation skills by carrying out the step by step process of finding a location.



# Creativity

## in Year 3...

We talk in Year 3 about letting our 'creative juices flow'. We share ideas with each other and talk about 'Magpie-ing' them to help us if we are struggling. We have also had opportunities to discuss how our ideas change depending on the problems or demands that happen in DT from a design to a make status. We discuss that the original idea may have to change and that this is not a bad thing as it enables us to be even more creative!

In Music, we develop our knowledge of different musical styles and formal notations and learn how to play the glockenspiels, the Djembe drum, keyboard and ukulele, before we then apply this knowledge creatively to compose our own musical masterpieces. The children enjoy creatively laying their music across instruments, considering melodies, harmonies, beats and rhythms. And celebrating their creative successes in their performances.

The children enjoy using their creativity skills to keep scrap books exploring environmental art. Each scrap book is so individual, showing that the children were really using their own inspirations and developing their unique, creative flair!

In preparation for setting up, running and curating their own Ancient Egyptian museum, where parents and carers are invited in as guests, the children create their own examples of artefacts from ancient times, including cartouches, papyrus, shadufs, shabtis and more! The children have the opportunity to add their own individual flair to their learning, creating a artefacts, and then using them to share their learning about their topic with people who visit the museum. They love becoming a curator and use their creativity and cultural capital to enact the roles well and in doing so, become ambassadors for learning in our school.



# Perseverance

in Year 3...

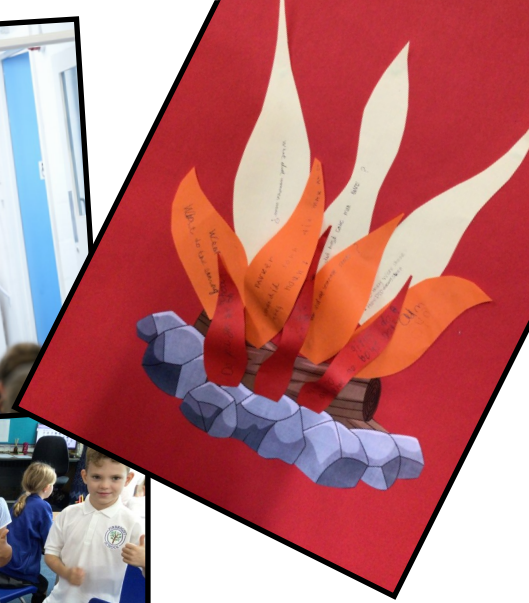
The children use perseverance in their learning each time as we talk about them FAIL—first attempt in learning and the learning pit. We talk about the feelings we might have when learning and also situations are challenging for the children and the strategies they can use to 'power on' and 'power through'. This includes pulling on some of the other Super 6 such as collaboration and organisation.

Sports Day was an excellent example of the perseverance shown by our children in not giving up and having a good go at things even if they are not necessarily what they are great at. This is also shown throughout our range of PE lessons, where the children learn and develop different sports techniques which often require a 'try again' attitude. The children revel in their own personal achievements and in beating their personal best.

We talk about being resilient in our learning. In working in working through their Chilli Challenges in Maths, the children are encouraged to find their comfort Zone and push themselves slightly beyond it. We allow self selection of these Chilli challenge levels to strategically enable the children to push themselves on further with their learning.

# Collaboration

in Year 3...



During our environmental art unit the children worked excellently in groups to create their artwork. They demonstrated excellent collaboration skills. We talk in Year 3 about 'collaboration' being 'effective teamwork' and encourage the children to think about the strengths of the people in their pair or grouping. We share ideas as a whole class and talk about 'magpie-ing' ideas and thoughts to develop them further as a team. We encourage 'talk time' and 'listening time' to provide social tools for the children to work with and upon reflecting on their learning a key element is discussing the 'effective teamwork' as a factor in their success during that learning opportunity.

The children model effective collaboration through supportive behaviours with each other, cheering each other on during team activities such as group activities and Sports Days or House Team challenges. During paired learning, the children model effective talk partner work through listening and speaking effectively and identify through peer marking opportunities for learners to develop their learning and understanding further. We encourage children in Year 3 to use their personal skills to become 'experts' in a field, for example a rugby skill to show and teach others. We also encourage peer verbal feedback or constructive criticism, for example during gymnastics and drama performances, Contribution is important and we ensure that everyone has a 'role' within a group that plays to their strengths.