

Y3 Child Of Our Time Learning Sequence

Synopsis: Children carry out a local history study ‘through the lens of a child’. They explore what childhood was like in their local area through the ages, identifying similarities and differences. They study well-known children’s authors from the past.

In **History**, children carry out a local history study through the lens of childhood.

In **Art**, children create a sculpture to commemorate a ‘local hero’.

In **D&T**, children design and create their own product for children.

In **Computing**, children record a podcast about an aspect of history in their locality.

Curriculum areas: English, History, Art, D&T and Computing

Length of theme: 6 weeks

English

Write a narrative based on a Roald Dahl text

English Objectives

Comprehension

- Infer characters' feelings, thoughts and motives and justify using evidence
- Discuss words and features of texts that capture the reader’s interest

Grammar & Punctuation

- Use a wider range of subordinating conjunctions (*before, after, while, when, if, because, although*)
- Express time, place and cause using conjunctions, adverbs and prepositions
- Punctuate direct speech with inverted commas

Language & Vocabulary

English Learning Sequence

- Discuss which well-known children’s authors children have heard of. Do you have a favourite author/book? Zoom in on Roald Dahl as important part of literary heritage
- Talk about Roald Dahl books children have read - which is their favourite? Why? If possible, have a selection of Roald Dahl books available for children to choose for their independent reading
- Select an appropriate Roald Dahl text, preferably one that features children eg *George’s Marvellous Medicine / Matilda* to share as a class
- Share extracts from the book with a focus on main characters eg George and Grandma, and how they interact
- Ask questions which encourage children to draw inferences from the text about a character’s actions - can they justify their response?
- Role play key parts from the text, considering body language and speech

- Use varied and rich vocabulary including adjective, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration
- Vary sentence openers for effect
- Use similar writing to identify and understand vocabulary and language
- Create characters, setting and plot

Plan, Draft, Edit & Evaluate

- Discuss and record ideas
- Draw on examples of writing when planning own work
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Suggest changes to grammar and vocabulary
- Proofread work for spelling/punctuation errors
- Assess others' and own writing, suggesting improvements

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Character study of main characters eg Grandma and/or George
- Draw on previous learning, including expanded noun phrases, effective verbs, adverbs and adjectives and figurative language such as alliteration, similes, metaphors
- Use ideas from character studies to create sentences of different types – use a wider range of conjunctions
- Focus on sentence openers - vary these for effect. How could we do this?
- Children work to plot a simple narrative involving key characters (share writing example)
- Revise use of inverted commas to demarcate speech and encourage children to use speech in their narrative.
- Explore words which can be used instead of 'said' in the reporting clause
- Plan ideas orally then in writing
- Draft, edit and suggest improvements before producing final draft

English

Write a biography of Roald Dahl.

English Objectives

Comprehension

- Identify themes and conventions - biography
- Retrieve and record information from non-fiction

Grammar & Punctuation

- Use a wider range of subordinating conjunctions (*before, after, while, when, if, because, although*)

English Learning Sequence

- Act out a 'show and tell' all about own life so far eg My name is Dan. I was born in 2015 in Wigan. Teacher to model own life to exemplify chronological order.
- Check children remember and understand the terms biography and autobiography - if they have just completed a biography as in the unit *Great Britain, Great Britons* refer to that in order to build on prior learning

- Express time, place and cause using conjunctions, adverbs and prepositions
- Use fronted adverbials and use commas after fronted adverbials (Y4)

Text Structure & Features

- Build cohesion within a paragraph
- Link ideas across paragraphs using adverbials of order, time, place and number or by varying the tense

Plan, Draft, Edit & Evaluate

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- Matching game: famous people and snippets from real/imaginary biography. Can children match the right person to right biography?
- Explain that Roald Dahl was a famous author and he led a very interesting life. Children to find out as much as they can about him, especially his childhood. How was it similar/different?
- Use online sources, pictures, photographs and Dahl's books to collate facts about him
- Once children have facts, they create a large timeline down middle of table/classroom, placing key facts in order
- Orally rehearse Dahl's biography, encouraging children to use and apply the adverbials of sequence/order: adverbs, adverbial phrases and subordinate clauses eg After he left school... During the war ...
- Draft, edit and improve biography to produce final piece

History

Carry out a local history study with focus on childhood

History Objectives

- **Begin to understand how knowledge of the past is constructed from a range of sources**
- **Select key information from a range of sources to answer historical questions**
- **Order key dates on a timeline to demonstrate chronology of British and world history**
- **Examine in depth an aspect of local history from a period beyond**

History Learning Sequence

- Discuss with children their own experiences of being a child in their locality. Where do they play? What do they do? Which places are significant?
- If appropriate, take children on a walking tour of their local area, identifying places of significance to them
- Back in the classroom, discuss findings. What was it like being a child in this area during different times in the past? How can we

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- Develop a range of historical vocabulary

find out?

- Invite family members (eg grandparents) and other local people into school to share their experiences
- Children create historically-valid questions to pose to visitors. Reinforce the fact that people recounting their experiences of childhood is a primary source of information
- Explain that children are going to create a 'child of our time' time capsule to bury in the school grounds to inform future generations about what childhood was like in this local area
- Discuss what kinds of things should go in the capsule and present ideas
- Children work together to collect items to put in capsule
- Write own recount of what childhood is like in their local area in first person and add to capsule

Art

Create a sculpture to commemorate a 'local hero'

Art Objectives

- In sculpture, include texture that conveys feeling, expression or movement and refine use of tools
- Use and apply art and design techniques and improve control and use of materials
- Use range of artistic vocabulary to discuss and evaluate work
- Evaluate work of some artists and analyse creative works
- Know about great artists, architects and designers and how their art / design reflected and shaped our history

Art Learning Sequence

- Explore key local people and investigate their achievements – why are they significant? (Alternative: you might want to choose a well-known children's author)
- Collect images/photographs of this person
- Try to emulate pictures/photos using pencils, capturing the process in sketchbooks
- Remind children what is meant by sculpture and share the work of real sculptors (see Art Appendix)
- If appropriate, go on a walking tour of local area and look at statues. Why do we have statues? Who do they convey and why?
- Discuss how we could create a sculpture/statue to commemorate a 'local hero'
- Children suggest which materials they could use eg chicken wire, wood, clay
- Using selection of materials, children work to create an individual or group sculpture, focusing on how to convey feeling, expression and movement

- Evaluate own and others' work using artistic language

D&T

Design and create their own product for children

D&T Objectives

- Select from and use a wide range of tools, equipment, materials and components accurately
- Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work
- Investigate a range of existing products that address real / relevant problems
- Communicate ideas using different strategies
- Use research to inform design
- Take risks to become innovative and resourceful

D&T Learning Sequence

- If children could invent a product for children, what would it be? Why? What problem does it solve?
- Share design criteria with children eg Invention must solve a problem, must be something we can make in school, must be for other children
- Collaborate and share ideas – either working as a group or individually. Encourage children to be innovative and resourceful
- Research ideas for design (looking at some existing products) and then communicate design in a variety of ways eg presentation, annotated sketches, CAD
- Select from tools, materials and components provided to create a functional prototype, evaluating and adapting throughout process
- Appraise effectiveness of own and others' products, suggesting improvements

Computing

Create a podcast about an aspect of local history/childhood

Computing Objectives

- Use a variety of software on digital devices

Computing Learning Sequence

- Discuss what is meant by a podcast and share appropriate examples with children
- Linking to topic of local area/childhood, explain that children are going to record their own podcast that will be broadcast to others in school
- Discuss the topic in further detail, and children note down ideas
- Suggest using interview with someone in local area as starting point

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| | <ul style="list-style-type: none">• Decide on the format eg intro music, welcome, interview, questions, outro music• Create script for podcast• Use a podcast-making software eg <i>GarageBand</i>, <i>Audacity</i>, to record first attempt• Explore how to edit and improve podcast• Record for final broadcast, considering audience |
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