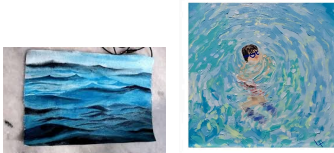




Year 3: Enquiry Questions Overview 2026-2027															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	RSHE: What makes a family?	Computing: Can you trust everyone?	ODL: Why are there so many different tools?	RE: Why is the Bible so important for Christians today?		DT: How can we get someone from A to B?		History: How important was the role played by women in WW2?	Geography: Which UK city is the most different to Southend?		Art: How do artists represent water in their art?		RE: Why do people pray?		Art: Can leftovers be art?
Spring	RSHE: How would I recognise a bully?	Computing:How can I make my Scratch characters talk to each other?	Music: How can we improve our singing performance through use of movement?	Art: How can I create texture and pattern with clay?		RE: What does it mean to be a Christian in Britain today?	RSHE: Can I be happy all the time?	DT: Do sandwiches have to be commercially the same?	Geography: Where can I buy apples in the local area?						
Summer	History: What was the short-term and long-term impact of the Roman Invasion of Britain?		Music: How can you use a staff/stave to compose a tune on a glockenspiel?			Computing: How can computers talk to each other?	Art: Is it important that art conveys emotion?	RSHE: How do I look after my body?	History: How diverse was Tudor England? (Layer Marney Tower trip Colchester)		ODL: How can shelter help us?	ODL: What should I do with my leftovers?			

Autumn Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Autumn 1 Week 1	RSHE: What makes a family?	Focus: Families Domains: Relationships Enrichment opportunity: Look at photos of our families and talk about what makes a family. Key concept: Connections and Acceptance	Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. Know that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <i>Show awareness of personal rights, privacy and boundaries.</i> <i>Know how to respond safely and appropriately to adults/children they may encounter (in all contexts, including online) whom they do not know.</i> <i>Know how to recognise and report feelings of being unsafe or feeling bad about any adult/child.</i> <i>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i>	Children complete a short "family facts" page with three parts: one sentence on what makes any family secure (love, stability, commitment), a labelled example of two different family structures studied, and one sentence on who they could talk to if a relationship at home ever felt unsafe. Small-group or written 1:1 format given the sensitivity of the last section.
Autumn 1 Week 2	Computing: Can you trust everyone?	Focus: E Safety Domain: E Safety Concept: Connections and Responsibility Enrichment: Visit from Police	To understand that anything they post online is permanent and how to create a positive digital footprint. Know what is acceptable and unacceptable behaviour when using devices and online content. Knowing the symptoms of too much screen time. To know that some games have financial elements to them and that this can be a form of gambling. To know a range of ways to report concerns about content and contact. To understand the danger of pop ups, suspicious links and online scams. Know that for most people the internet is an integral part of life and has many benefits.(RSHE) Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.(RSHE)	Children examine 3 short mock online scenarios (a pop-up prize, a message from a stranger, an in-game purchase prompt) and for each write whether it is trustworthy, why or why not, and what they would do next. This checks recognising scams and gambling-like elements and knowing how to report concerns, rather than just producing a guide.

			Know where and how to report concerns and get support with issues online. (RSHE) Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.(RSHE) Know that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.(RSHE)	
Autumn 1 Week 3	ODL: Why are there so many different tools?	Domain: Tool Use and Risk Management Concept: Experiences and Responsibility Enrichment opportunity: Explore different woods and their properties.	Use simple cutting tools such as secateurs and loppers, understanding the use and limitations of each. Recognise, predict and assess risk in different situations.	Practical task: children are given 3 tools (e.g. secateurs, loppers, a hand saw) and 3 short tasks. They match each tool to the correct task and explain their choice, the limitation of the tool, and the associated PPE in one sentence each.
Autumn 1 Week 4 Week 5	RE: Why is the Bible so important for Christians today?	Domain: Believing Concept: Acceptance and Connection Enrichment opportunity: Send the question 'Why is the Bible important to you?' to 5 Christians within the BC community and share their answers/quotes/videos with the class.	Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Give examples of how and suggest reasons why Christians use the Bible today. Discuss their own and others' ideas about why humans do bad things and how people try to put things right.	Children choose one Bible story or teaching studied and complete a short table: what it says, how Christians use it today, and one way it might guide someone's daily choices.
Autumn 1 Week 6 Week 7	DT: How can we get someone from A to B?	Focus: Make a vehicle using a wide range of materials, kits, mechanical and electrical components. Key person: Henry Ford Key concept: Experiences and Responsibility. Domains: Design, Technical Knowledge, Make and Evaluate. Enrichment opportunity: A possible visit to the Ford engineering department at their Dunton site or have an engineer from Ford visit the children in school. Visit from a parent who might work making vehicles.	Talk about and summarise key events and individuals, who have developed ground-breaking ideas. Analyse and investigate existing products. To explore and evaluate a range of existing products, identifying likes and dislikes, and suggesting improvements. Engage in research to find a gap in the market or a need and then develop design criteria based on this. Design an appealing product for a target audience (individuals or groups). Use annotated sketches and diagrams to communicate ideas. Use a wider range of materials for example, construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Assemble, join and combine materials with some accuracy. To measure and mark out to the nearest centimetre. Apply their understanding of how to strengthen, stiffen and reinforce structures in order to create more useful characteristics of products. Identify the strengths and areas for development in their ideas and products, considering the views of others or their own design criteria.	Children test their model vehicle against 2 to 3 design criteria (moves a toy figure, is stable, uses materials appropriately), record results in a short evaluation table, then write one strength and one improvement. 
Autumn 2 Week 8	History: How important was the role played by women in WW2?	Concept: Connections Enrichment opportunity: Visit from historian	To learn about a local history study. <i>To place historical events and historical figures on a timeline using key dates.</i> <i>To answer historically valid questions about aspects of life in the past using primary and secondary sources of information.</i> <i>To understand the difference between primary and secondary sources of information.</i> <i>Understand that knowledge of the past is constructed from a range of sources and explain some of the reasons why the different accounts of the same event may vary.</i> <i>To be able to explain similarities and differences within and between historical time periods and suggest reasons for these.</i> <i>To begin forming and expressing reasoned suggestions and points of view about historical changes, including people and events, informed by their historical research and evidence.</i> <i>To use historical vocabulary that identifies events and passage of time pre and post 1AD and that identifies and describes historical sources .</i>	Children are given 2 short sources (e.g. a factory worker's account, a WAAF photograph) and complete a source grid: what it shows, whether it is primary or secondary, and how reliable it seems. They finish with 2 to 3 sentences answering the enquiry question using evidence from the sources.
Autumn 2 Week 9 Week 10	Geography: Which UK city is the most different to Southend?	Domain: Locational knowledge, Place knowledge, Human and Physical. Concept: Connections.. Enrichment opportunity: Children to share photos of UK holiday breaks as a starting point for researching aspects of UK cities.	Name and locate (using maps and atlases) key counties and cities of the UK, geographical regions and their human and physical characteristics, key topographical features in the UK (including hills, mountains, coasts and rivers) and land use patterns;and understand how some of these have changed over time (e.g use Street View). Understand geographical similarities and differences through the study of human and physical geography in a region of the UK. Understand the difference between human and physical geography and be able to give examples of these.	Children complete a comparison table of Southend and one UK city studied across at least 4 categories (climate, land use, human and physical features, topography), then write one concluding sentence naming the biggest difference and why.

			Describe and understand key aspects of physical geography including the difference between climate and weather.	
Autumn 2 Week 11 Week 12	Art: How do artists represent water in their art?	Focus: Painting Key person: Samantha French Movement: Contemporary Realism Media: Poster paints Key concept: Making Connections Enrichment opportunity: Local walk to the beach to observe movement in water - taking photographs for reference in sketch books.	To begin to demonstrate control over their chosen paint brush to create shapes, textures, patterns and lines. To mix and use tertiary colours and apply this and tints and shades in paintings to express mood. To add different materials to paint to create a desired texture. <i>To use sketchbooks for different purposes, including to record observations, planning and shaping ideas and refining techniques.</i> <i>To analyse and evaluate own artwork and that of others.</i> <i>To know about, describe, analyse and evaluate the work of artists, craftspeople, designers and architects studied.</i>	Children paint a small water-themed piece (about 15 minutes) using tertiary colours, tints or shades to show movement, then annotate it with 2 techniques they used and what effect each created. 
Autumn 2 Week 13 Week 14	RE: Why do people pray?	Domain: Expressing Concept: Acceptance and Connection Enrichment opportunity: Look at any artwork that symbolises praying/worshipping in some way.	Describe the practice of prayer in the religions studied. Make connections between what people believe about prayer and what they do when they pray. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.	Children choose one religion studied and complete a short prayer profile: what people believe about prayer, one thing they do when they pray, and one similarity or difference with another religion studied.
Autumn 2 Week 15	Art: Can leftovers be art?	Focus: Craft - Textiles Key person: El-Anatsui Movement: Abstract Art Media: textiles, clay, wood and bottle caps Key concept: Responsible Action Enrichment opportunity: Visit from a local craftsman to showcase first-hand crafting skills (Esther Elegbede and/or Helen Cockling)	To develop skills in basic stitches: running stitch, over stitch, back stitch. To explore using sewing techniques to join different materials. To select the most appropriate embellishments, using more advanced joining techniques. To select the best stitches to create textile art. <i>To use sketchbooks for different purposes, including to record observations, planning and shaping ideas and refining techniques.</i> <i>To analyse and evaluate own artwork and that of others.</i> <i>To know about, describe, analyse and evaluate the work of artists, craftspeople, designers and architects studied.</i>	Children create a small piece using recycled materials and at least one joining or textile technique taught (e.g. running stitch, back stitch), then write one sentence naming the technique and why they chose that material. 
Spring Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Spring 1 Week 1	RSHE: How would I recognise a bully?	Focus: Bullying Domains: Living in the Wider World Enrichment opportunity: To share some of the drama/role-plays in whole-school assembly or phase assembly. Key concept: Responsibility	Know 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. Know practical steps they can take in a range of different contexts to improve or support respectful relationships. Know the importance of permission-seeking and giving in relationships with friends, peers and adults. Know how to recognise peer pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.	In small groups, children read or watch 2 short scenario cards and identify for each: is this bullying, what type (physical, verbal, cyber, exclusion), and one practical step to get help. Keeps the recognition focus sharper than a whole-class drama task.
Spring 1 Week 2	Computing: How can I make my Scratch characters talk to each other?	Focus: Programming: Debugging Domain: Computer Science Concept: Experiences Enrichment opportunity	Predict the outcome of a simple (10 step) algorithm in Scratch Jnr. Debug a program in Scratch Jnr. Begin to decompose (break down code into small chunks) when creating scripts.	Children are given a short Scratch Jnr script where two sprites do not interact correctly. They predict what will happen, run it, debug it so the sprites hold a simple conversation, and write one sentence explaining what needed fixing.

Spring 1 Week 3	Music: How can we improve our singing performance through use of movement?	Focus: Singing, Listening and Performance Key musician and song(s): Genre/Tradition: Pop Enrichment opportunity: Southend-Makes-Music Domains: Singing, Listening and Performance Key concept: Connection, Experiences, Acceptance.	Sing a widening range of unison songs of varying styles and structures with a pitch range of do, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Express an opinion on live and recorded music, drawn from different genres and traditions, justifying reasons.–so, tunelessly and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs.	In small groups, children perform a song with movement or actions in time to changing tempo and dynamics. A simple observation checklist records whether the beat stays steady, actions match tempo changes, and volume matches loud/soft cues.
Spring 1 Week 4 Week 5	Art: How can I create texture and pattern with clay?	Focus: Sculpture - slab work Key person: Ruth Duckworth Style: Sky over Illinois and Clouds over Lake Michigan Media: Air drying clay Key concept: Experiences That Shape Us Enrichment opportunity: Visit from a local sculptor to showcase first-hand crafting skills (Verity Chilcot?)	To know how to use different techniques for manipulating clay, including: rolling, kneading, pinching, cutting, carving; and for creating surface texture including by carving and printing textures and patterns. To learn techniques for joining clay including pinching, twisting, score/slips. To make informed choices and apply knowledge about different clay techniques to slab work. <i>To use sketchbooks for different purposes, including to record observations, planning and shaping ideas and refining techniques.</i> <i>To analyse and evaluate own artwork and that of others.</i> <i>To know about, describe, analyse and evaluate the work of artists, craftspeople, designers and architects studied.</i>	Children create a small slab-work sample showing 2 texture techniques (e.g. carving, printing) and one joining technique (score and slip), then label which technique created which effect. 
Spring 1 Week 6	RE: What does it mean to be a Christian in Britain today?	Domain: Living Concept: Acceptance and Connection Enrichment opportunity:	Describe some ways in which Christian express their faith through hymns and modern worship songs. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	Children complete a two-column chart of good things and hard things about being a Christian in Britain today, based on examples studied, then write 2 sentences giving their own view on what makes someone a Christian.
Spring 2 Week 7	RSHE: Can I be happy all the time?	Focus: Mental Health Domains: Mental Health Enrichment opportunity: Visit from a local mental health worker. Magnus (BH dad) works in mental health. Key concept: Experiences and Acceptance	Know that mental wellbeing is a normal part of daily life, in the same way as physical health. Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Know and use strategies to help calm themselves down and/or self-regulate when needed. Recognise the importance of taking a break from screen time.	Children complete a short zones-of-regulation self-check: naming an emotion, choosing a strategy to manage it, and writing one sentence on why taking a break from screens matters. They add their entry to a shared class strategy guide.
Spring 2 Week 8 Week 9	DT: Do sandwiches have to be boring?	Focus: Making a healthy sandwich. Key person: Heston Blumenthal Key concept: Responsibility and Experiences. Domains: Cooking and Nutrition. Enrichment opportunity: Possible walk into Southend High Street to visit Greggs bakery, Subway and Sainsbury's to conduct product research on existing sandwiches.	Explain the different food groups and list food from each group. Know that a healthy diet is made up from a variety and balance of different foods and drinks. Engage in research to find a gap in the market or a need and then develop design criteria based on this. Analyse and investigate existing products. Design an appealing product for a target audience (individuals or groups). Use annotated sketches and diagrams to communicate ideas. To follow safe procedures for food safety and hygiene. Use cutters, positioning carefully to avoid waste. To be able to use different food preparation techniques e.g. cutting (bridge and claw), grating, spreading, etc. Identify the strengths and areas for development in their ideas and products, considering the views of others or their own design criteria.	Children design and make a sandwich meeting 2 design criteria (uses different food groups, minimises waste, uses the correct cutting technique), evaluate it against those criteria, and write one improvement for next time. 

Spring 2 Week 10 Week 11	Geography: Where can I buy apples in the local area?	Domain: Geographical skills and fieldwork Concept: Connections, Experiences, Responsibility. Enrichment opportunity: Local survey.	To use the eight points of a compass, symbols and keys to navigate and develop their knowledge of the wider locality. Use fieldwork skills to carry out a local survey in the wider locality within their city, e.g. types of settlements and land use, types of weather, and then present the findings in a graph. Describe and understand key aspects of human geography including types of settlement and land use.	Children use the 8 points of a compass, symbols and a key to complete a short local map task, locating shops or land use within a set area, then answer one question using compass directions.
Summer Term				
When	Enquiry Question	Context and enrichment	Learning Objectives	End Point Assessment
Summer 1 Week 1 Week 2	History: What was the short-term and long-term impact of the Roman Invasion of Britain?	Concept: Connections and Responsibility Enrichment opportunity: Visit from Southend Museum for talk on Boudica's resistance against the Roman Invasion	To learn about the Roman Empire and the impact on Britain. <i>To place historical events and historical figures on a timeline using key dates.</i> <i>To answer historically valid questions about aspects of life in the past using primary and secondary sources of information.</i> <i>To understand the difference between primary and secondary sources of information.</i> <i>Understand that knowledge of the past is constructed from a range of sources and explain some of the reasons why the different accounts of the same event may vary.</i> <i>To be able to explain similarities and differences within and between historical time periods and suggest reasons for these.</i> <i>To begin forming and expressing reasoned suggestions and points of view about historical changes, including people and events, informed by their historical research and evidence.</i> <i>To use historical vocabulary that identifies events and passage of time pre and post 1AD and that identifies and describes historical sources .</i>	Children sort 6 statement cards into "short-term impact" and "long-term impact" (e.g. immediate battles versus roads still used today), referencing at least one primary and one secondary source, then write one sentence justifying one of their choices.
Summer 1 Week 3 Week 4 Week 5	Music: How can you use a staff/stave to compose a tune on a glockenspiel?	Focus: Composition and Performance Instrument(s): Glockenspiel Key musician and song(s): Mozart - Twinkle Twinkle Little Star Genre/Tradition: Classical Enrichment opportunity: Domains: Composing, Musicianship and Performance Key concept: Connection, Experiences, Acceptance.	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/ individual/ instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values. Develop facility in playing tuned percussion or a melodic instrument such as glockenspiel.. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-m. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers.	Children compose and notate a short 3-note phrase (do, re, mi) on a stave, then perform it on the glockenspiel, checking their own pitch accuracy against their notation.

			Apply word chants to rhythms, understanding how to link each syllable to one musical note.	
Summer 2 Week 6	Computing: How can computers talk to each other?	Focus: Technology around us Domain: Information Technology Concept: Networks Enrichment opportunity:	To recognise how digital devices can change the way we work. To recognise the physical components of a network. To explain how digital devices can be connected. Create a new folder. To be able to enter a specific address in the address bar. Open a document to edit it. Research using an appropriate method on the internet, a key phrase.	Children label a simple network diagram (device, connection, router) and write 2 sentences explaining how devices are connected and one example of data travelling between them.
Summer 2 Week 7	Art: Is it important that art conveys emotion?	Focus: Drawing - Portraits Key person: Rembrandt and Vermeer Movement: Realism and Baroque Media: Pencils Key concept: Valuing Ourselves and Others Enrichment opportunity: Visit the local graffiti art around Westcliff and invite a graffiti artist to give a demonstration in realism.	To select and use different grades of pencils and charcoal to develop ideas. To use shading (pressure or pencil types) to identify and draw the effect of light and shadow. To use hatching, cross-hatching, stippling, scribbling, contour lines, dashing and blending to show tone and texture. To develop concepts of space, scale and proportion when drawing portrait compositions. <i>To use sketchbooks for different purposes, including to record observations, planning and shaping ideas and refining techniques.</i> <i>To analyse and evaluate own artwork and that of others.</i> <i>To know about, describe, analyse and evaluate the work of artists, craftspeople, designers and architects studied.</i>	Children complete a small portrait sketch using one shading or mark-making technique (hatching, cross-hatching, stippling) to convey a chosen emotion, then write one sentence explaining which technique conveyed that emotion and wh 
Summer 2 Week 8	RSHE: How do I look after my body?	Focus: SRE Domains: Growing and Changing Enrichment opportunity: Key concept: Responsibility	Understand the range of variation at birth. Describe some changes in the human life cycle and life processes. Use correct vocabulary to name internal and external male and female sexual parts. Understand the difference between safe and unsafe touch, and that no one has a right to touch them in a way that feels unsafe - not even family. <i>Explore transitions and prepare for the move to their new phase.</i>	Children write a short true or false quiz (5 questions) on the PANTS rule and safe/unsafe touch, then list 3 trusted adults they could talk to. Run as a 1:1 or small-group task given the sensitive content.
Summer 2 Week 9 Week 10	History: How diverse was Tudor England?	Concept: Responsibility and Acceptance Enrichment opportunity: Visit to Kentwell Hall	To learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <i>To place historical events and historical figures on a timeline using key dates.</i> <i>To answer historically valid questions about aspects of life in the past using primary and secondary sources of information.</i> <i>To understand the difference between primary and secondary sources of information.</i> <i>Understand that knowledge of the past is constructed from a range of sources and explain some of the reasons why the different accounts of the same event may vary.</i> <i>To be able to explain similarities and differences within and between historical time periods and suggest reasons for these.</i> <i>To begin forming and expressing reasoned suggestions and points of view about historical changes, including people and events, informed by their historical research and evidence.</i> <i>To use historical vocabulary that identifies events and passage of time pre and post 1AD and that identifies and describes historical sources.</i>	Children examine 2 short sources about Tudor lives from different backgrounds and complete a comparison table (who, what their life was like, source type), then write 2 sentences answering the enquiry question with evidence.
Summer 2 Week 11	ODL: How can shelter help us?	Domain: Knotting Concept: Experiences and Responsibility Enrichment opportunity:	Demonstrate a specific method, such as an a-frame or lean-to, of building a shelter. Recognise, predict and assess risk in different situations.	Children build or evaluate an a-frame or lean-to shelter against a given scenario (e.g. rain, wind), completing a checklist of features (offers shade, blocks wind, blocks rain) and one risk they managed while building it.
Summer 2 Week 12 Week 13	ODL: What should I do with my leftovers?	Focus: Reduce, reuse, recycle materials Domain: Environmental Awareness Concept: Responsibility	To understand the need for waste management.	Children design one section of a poster giving 2 reduce, reuse or recycle tips, each with a one-sentence reason why it matters, ready to share in the school

		Enrichment opportunity: Visit to local recycling centre		newsletter.
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