

**Hard Copy**  
**Year 3 Inquiry**  
**Lesson 1**  
**Week 1**

Our Inquiry Unit for this Term is **Dead or Alive**

**Lesson 1:**

We will be looking at the Living and Non Living things that surround us in our environment. Let's start our journey by wandering outdoors into the garden. Look around and talk with someone whilst you observe what you see, hear, smell and touch.

Now, back to your learning space you have created ready for your task. Lets begin with a classic 1986 song which I expect you and your parents to sing out loud!!!

**Lyrics to the song: Wanted Dead Or Alive"**

It's all the same, only the names will change  
Every day it seems we're wasting away  
Another place where the faces are so cold  
I'd drive all night just to get back home

I'm a cowboy, on a steel horse I ride  
I'm wanted dead or alive  
Wanted dead or alive

Sometimes I sleep, sometimes it's not for days  
And the people I meet always go their separate ways  
Sometimes you tell the day  
By the bottle that you drink  
And times when you're alone all you do is think

I'm a cowboy  
On a steel horse I ride  
I'm wanted, wanted, dead or alive  
Wanted (wanted) dead or alive

Alive

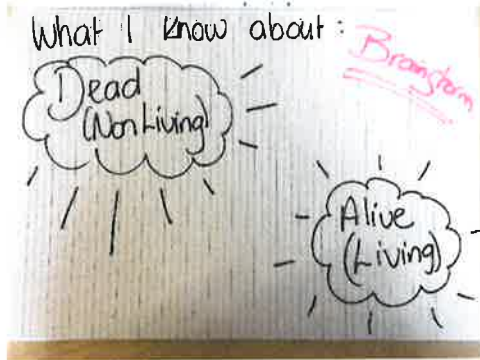
I'm a cowboy  
On a steel horse I ride  
I'm wanted (wanted) dead or alive

And I walk these streets, a loaded six string on my back  
I play for keeps, 'cause I might not make it back  
I've been everywhere, and still I'm standing tall  
I've seen a million faces and I've rocked them all

'Cause I'm a cowboy, on a steel horse I ride  
I'm wanted dead or alive  
'Cause I'm a cowboy, I got the night on my side  
I'm wanted dead or alive  
And I ride dead or alive  
I still drive, dead or alive  
Dead or alive  
Dead or alive  
Dead or alive  
Dead or alive

**Hard Copy**  
**Year 3 Inquiry**  
**Lesson 2**  
**Week 1**

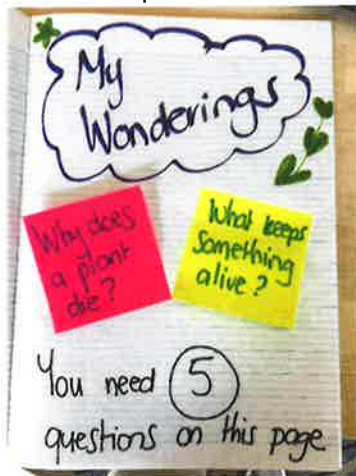
In your 'Remote Learning' book create a page that looks like the picture inserted.



Only copy the BLACK words, not the pink. Now, on your own (no parent help) brainstorm around the outside of each cloud bubble...What do you know about Non Living and Living?

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**Week 1**

On the next page or using sticky notes, write/ask yourself 5 'I wonder questions' .



Such as:

- What keeps something alive?
- Why does a plant die?

Ask your parents for help with this?

Here are some question starters to help you.....

Can Does How Why What Is When Could

Your page could look something like this....decorate it to make it look good. Over the next weeks, we will try to answer these questions together.

Can you all please write the question "What about the ONCE living?"

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**Lesson 1**  
**Week 2**

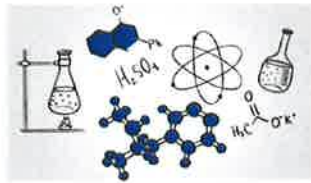
Did you know that the World of Science can be divided into 3 different types/categories.



## BIOLOGY

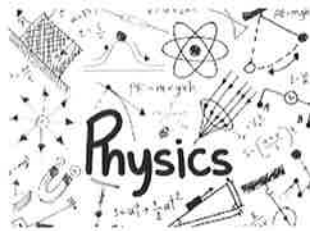
Biological sciences is the study of life and living organisms (organic), their life cycles, adaptations and environment.

(BIO means life in latin and ology the study of)



## CHEMISTRY

Chemical Science - the science of matter; the science of everything the world is made of and reactions of the tiny atoms that make up everything in the world.



### 3. PHYSICS

Physical science, the way our world is built and how everything is stuck together to make buildings and structures.

In your 'Remote Learning' book set your page up like this:

BIOLOGY	CHEMISTRY	PHYSICS
<b>LIVING</b> (examples) bird tree	<b>STUFF MADE OF</b> air (example) water	<b>STRUCTURE MAN MADE</b> house (examples) fence

Now, head outside with your book and a pencil so you can record the different types of science you see out there.

PUT A BIG CIRCLE AROUND THE BIOLOGY COLUMN AS THATS THE SCIENCE WE WILL BE STUDYING FOR THE TERM: LIVING AND NON LIVING THINGS

DEAD OR ALIVE????

## Hard Copy

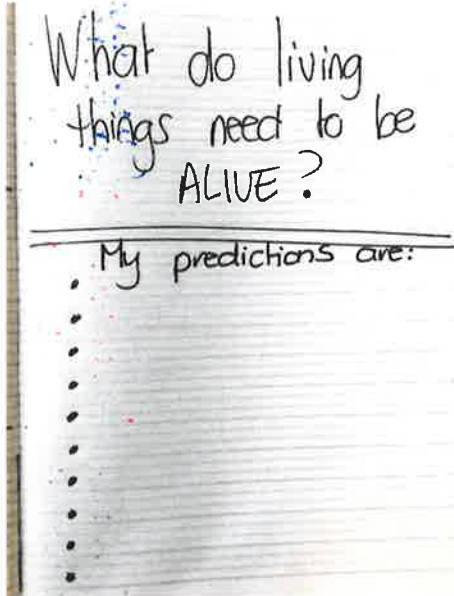
### Year 3 Inquiry

#### Lesson 2

#### Week 2

What do things need to be living?

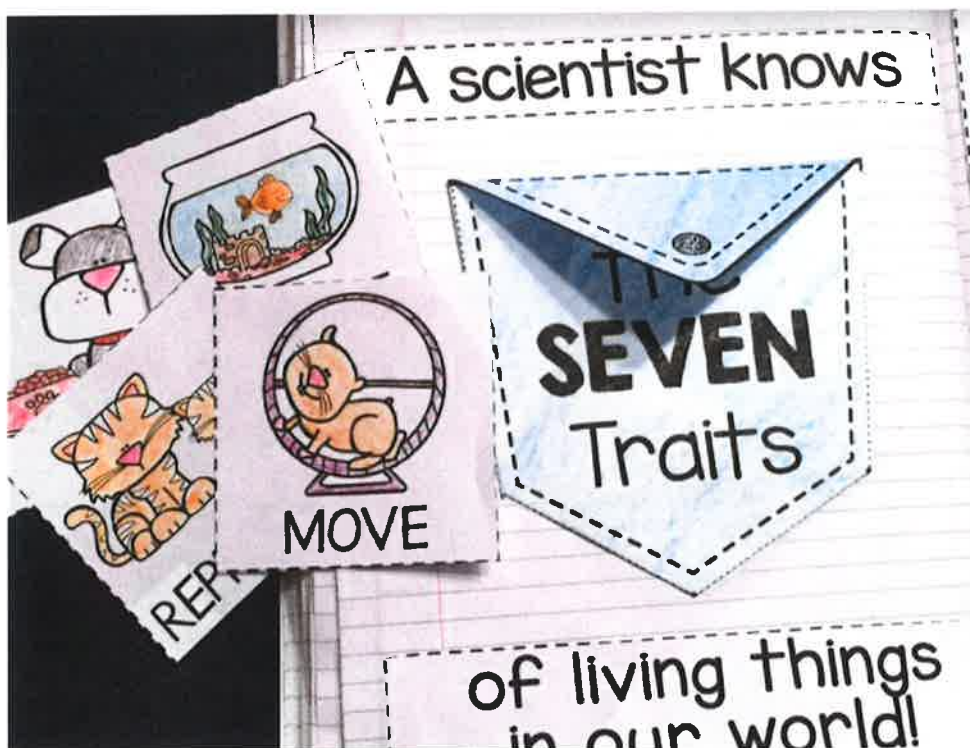
In your 'Remote Learning' book set your page up like this:



Make a list and predict about what you think Living things NEED to be able to stay ALIVE

Now complete the Task Named:

## 7 Traits Pocket



## Hard Copy

### Year 3 Inquiry

#### Lesson 3

#### Week 2

##### Lesson 3:

In Science, we need to use more fancy language so let's learn some new more Tier 3 Topical language/vocabulary. We call these the

In your Remote Learning book make a table that looks like this:  
From the video and with help from your parents, can you fill it in.

Easy word	Harder word
<b>Tier 1-2</b>	<b>Tier 3</b>
Breath	Respiration, gas exchange
Waste, poo, wee,	Excrete
Grow	Mature
Babies	Reproduce
Food, diet, eat	Nutrition
Senses, responds	Adapts to environment, sensitivity
Movement	

On the next page is some great posyters explaining each of the 7 Traits of Living

# Grow

Animals and plants get larger and stronger.



# Excrete

Both animals and plants get rid of waste.



# Sense

Living things respond to their surroundings.



# Move

Animals move to find food. Plants move to find light.



# Reproduce

Animals and plants produce offspring.



# Eat

Animals and plants take in nutrients.



# Breathe

Both animals and plants move air in and out.

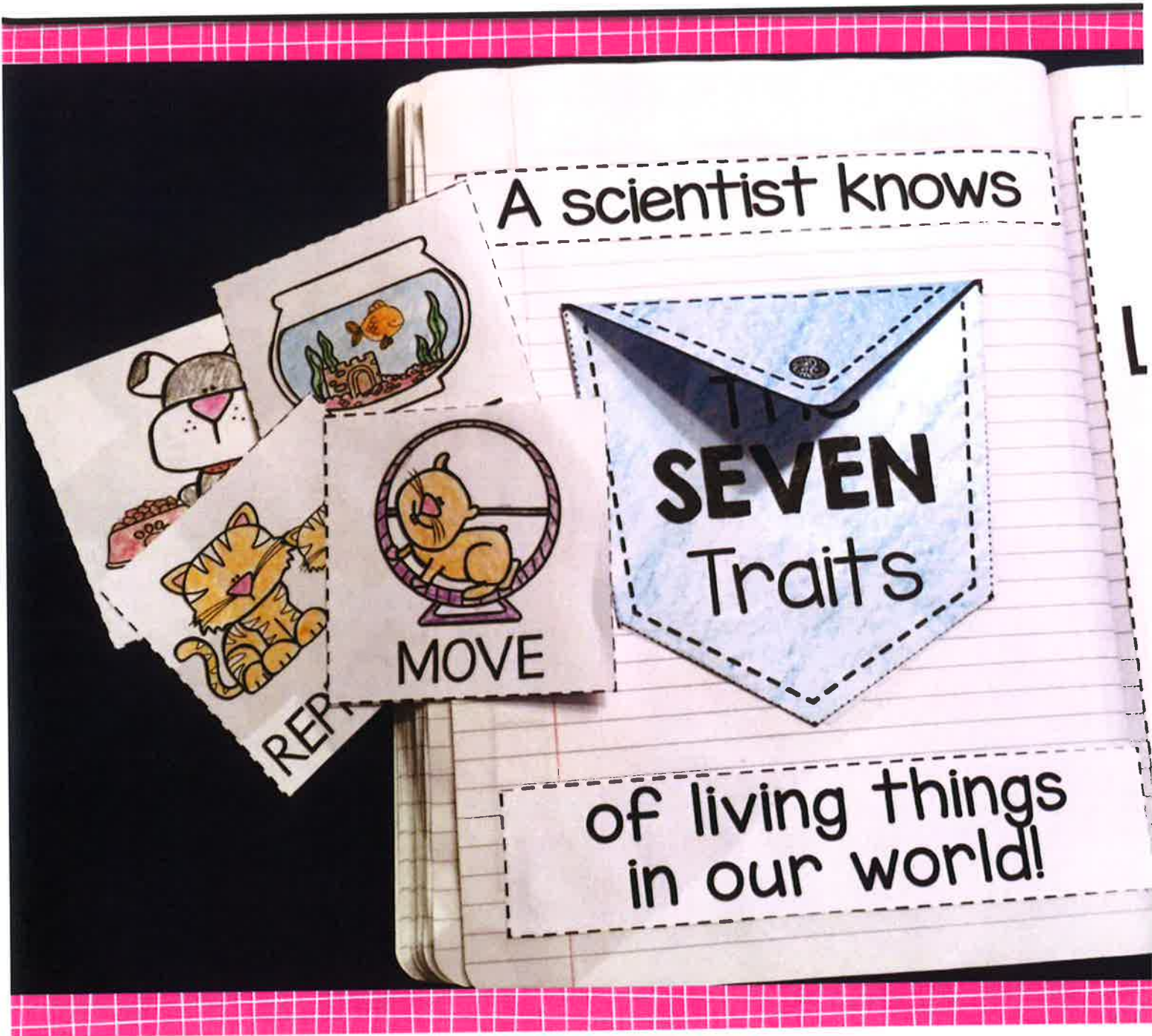


Here are some possible writing prompts you can use for Quick Writes/ Rocket Writing.





Use this pocket to review  
what seven traits living  
things need to survive!



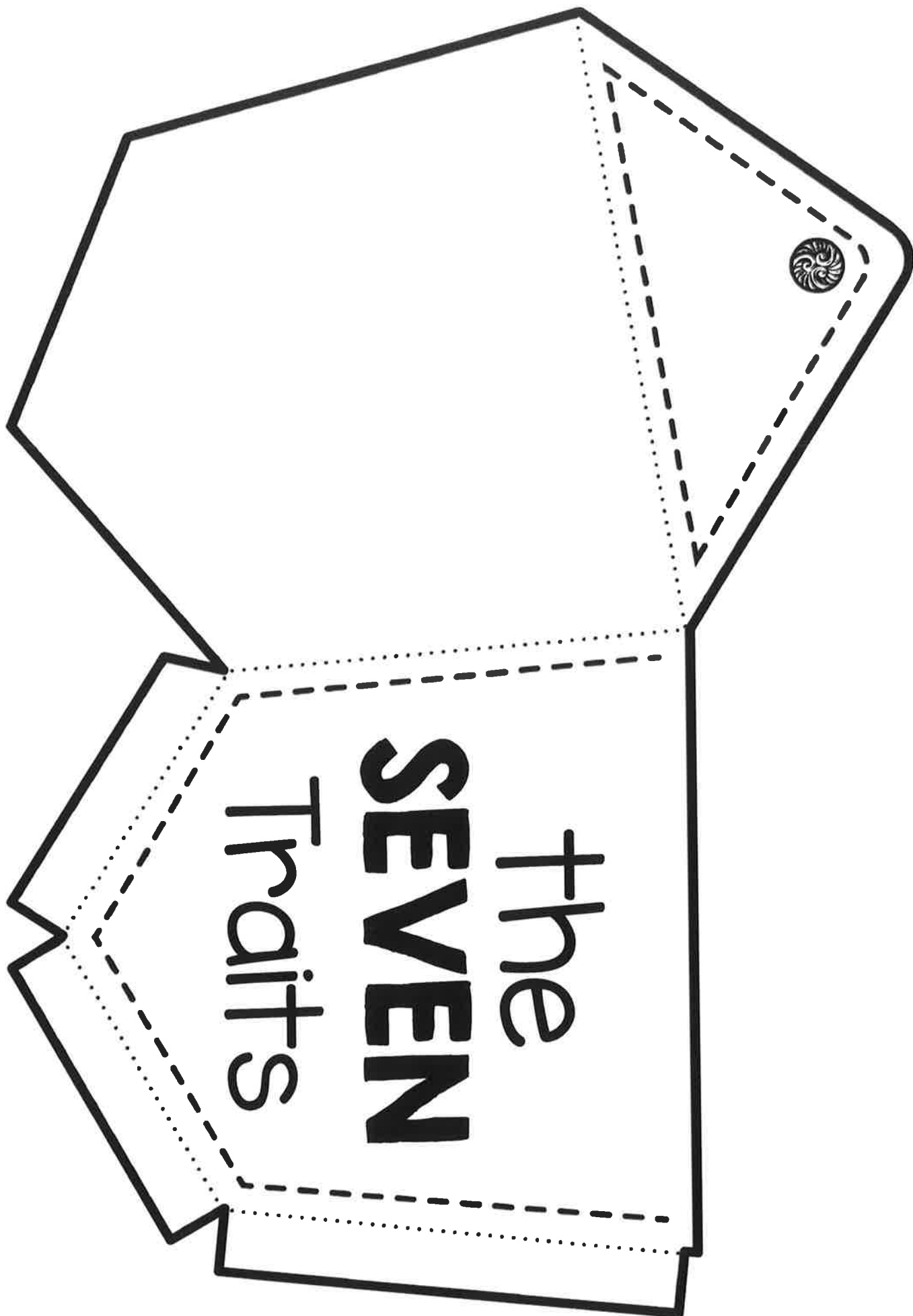
A scientist knows

THE  
**SEVEN**  
Traits

MOVE

REPA

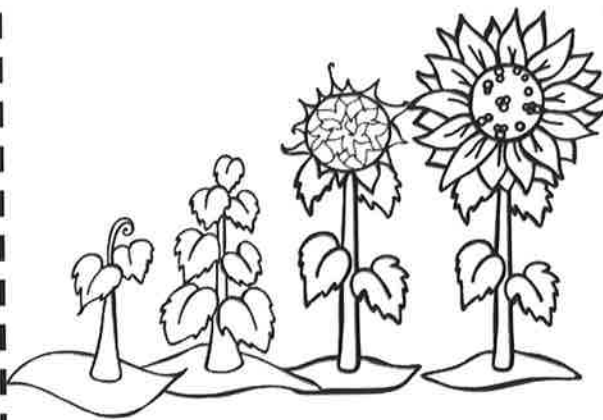
of living things  
in our world!



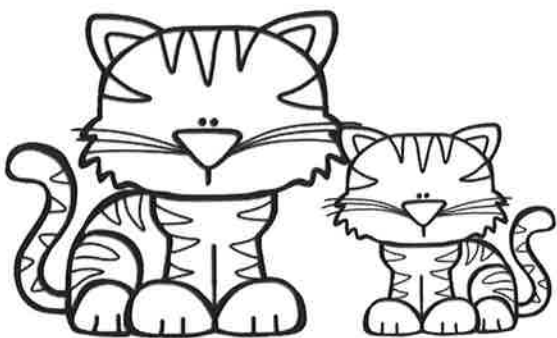
Cut out these six squares and keep them in your pocket!



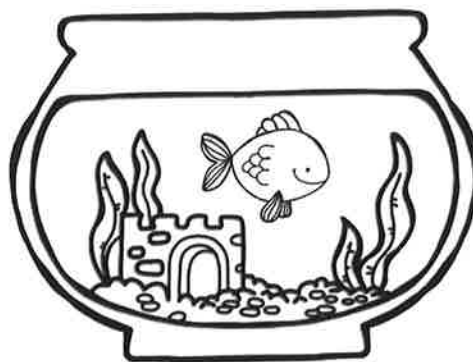
**MOVE**



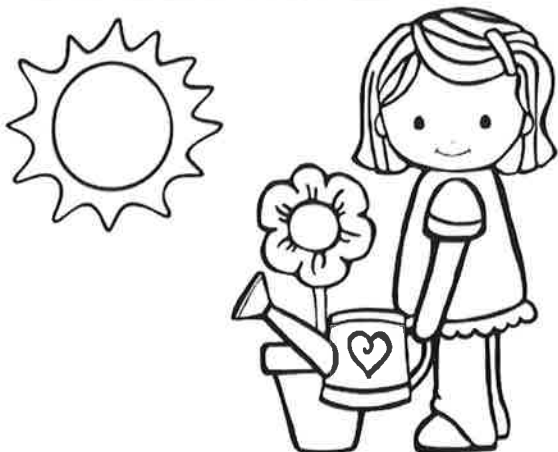
**GROW**



**REPRODUCE**



**BREATHE**



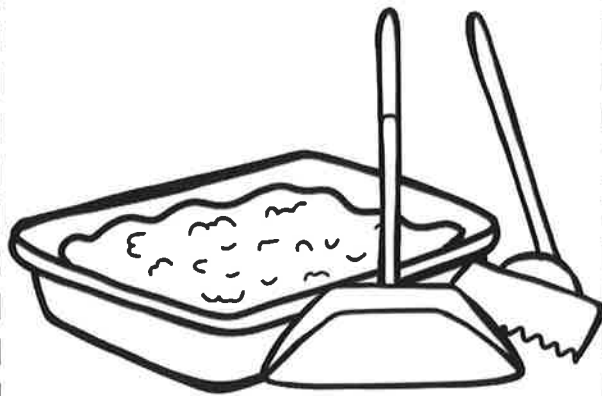
**SENSE**



**EAT**

A scientist knows

of living things  
in our world!



EXCRETE

Write four different facts.

12

8 4

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