

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:	YEAR GROUP: 3	DATE: Autumn 1
Autumn 1 What would it be like to be a child 100 years ago?	WOW STARTERS / ACTIVITIES Week 1: Victorian scroll – school rules mix up! Week 2: Adult role play fall out between TA and T – listening card game. Week 3: Week 4: Week 5: Week 6: Week 7:	BREAKDOWN OF CHALLENGES I wonder... LC1: Why we have rules? LC2: What a good friend is? LC3: How my life would be different if I was born 150 years ago? (2 weeks) LC4: Who the Victorian icons are? LC5: How life changed for people during the Victorian era? LC6: How I would have travelled 150 years ago?

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
History		<ul style="list-style-type: none"> Can they recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later? Can they explain why Britain has a special history by naming some famous events and some famous people? Can they use a range of appropriate words and phrases to describe the past? Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous Briton from the past using different resources to help them? 	<ul style="list-style-type: none"> Can they describe events from the past using dates when things happened? Can they use their mathematical knowledge to work out how long ago events would have happened? Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past? Can they use their 'information finding' skills in writing to help them write about historical information? Can they, through research, identify similarities and differences between given periods in history? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?
Geography		<ul style="list-style-type: none"> Can they describe some physical features of their town? Can they explain what makes their town special? Can they describe the key features of a place, using words like, 'forest', 'hill', 'mountain', 'valley'? Can they describe some human features of their town, such as the jobs people do? Do they think that people ever spoil the area? How? Can they find where they live on a map of the UK? 	<ul style="list-style-type: none"> Can they explain why a locality has certain human features? Can they explain why a place is like it is? Can they use some basic OS map symbols? Can they identify key features of a locality by using a map? Can they use maps and atlases appropriately by using contents and indexes? 	<ul style="list-style-type: none"> Can they explain why a locality has certain physical features?
Science	Light	<ul style="list-style-type: none"> Begin to recognise that they need light in order to see things and that dark is the absence of light Begin to notice that light is reflected from surfaces Begin to recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Begin to find patterns in the way that the sizes of shadows change. 	<ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change. 	<ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change.

Science	Investigative skills (on going throughout the year.)	<ul style="list-style-type: none"> • Can they use different ideas and suggest how to find something out? • Can they set up a simple fair test to make comparisons? • Can they explain what they have found out? 	<ul style="list-style-type: none"> • Can they make and record a prediction before testing? • Can they plan a fair test and explain why it was fair? • Can they measure using different equipment and units of measure? • Can they describe what they have found using scientific language? 	<ul style="list-style-type: none"> • Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and table? • Can they explain their findings in different ways? • Can they suggest how to improve their work if they did it again?
Art and Music	Portraits and Buildings	<ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they create different tones using light and dark? • Can they create a piece of work in response to another artist's work? 	<ul style="list-style-type: none"> • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? • Can they predict with accuracy the colours that they mix? • Can they use a range of brushes to create different effects? • Do they sing in tune with expression? • Do they control their voice when singing? 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they explain art from other periods of history? • Can they sing songs from memory with accurate pitch?
ICT	Scratch	•	•	•
D&T	AT2	•	•	•
RE/PSHE	Why do we have rules?	<ul style="list-style-type: none"> • I can begin explain some of the rules or precepts for <i>two religions represented in our community</i>? • I can re-tell the story of Moses and the ten commandments? • I can begin to explain a story from <i>another religion</i> about rules or guidance on how to live with and how to respond to others? • I can explain what moral values are? • I can compile my own list of moral rules? 	<ul style="list-style-type: none"> • I can explain the rules or precepts for <i>two religions represented in our community</i>? • I can act out the story of Moses and the ten commandments? • I can re-tell a story from <i>another religion</i> about rules or guidance on how to live with and how to respond to others? • I can explain what moral values are? • I can compile my own list of moral rules? 	<ul style="list-style-type: none"> • I can explain the rules or precepts for <i>two religions represented in our community</i>? • I adapt the story of Moses and the ten commandments in to a modern day concept? • I can re-enact a story from <i>another religion</i> about rules or guidance on how to live with and how to respond to others? • I can explain what moral values are and how they may have changed since 150 years ago? • I can compile my own list of moral rules?
PSHE	Why do we have rules? What is a good friend?	<ul style="list-style-type: none"> • I can begin to work in a pair/ triad/ larger group. • I can begin to suggest ideas and listen to the ideas of others. • I can begin to exchange ideas with others in a group 	<ul style="list-style-type: none"> • I can work in a pair/ triad/ larger group. • I can suggest ideas and listen to the ideas of others. • I can compromise. • I can exchange ideas with others in a group 	<ul style="list-style-type: none"> • I can work in a pair/ triad/ larger group and take the lead. • I can suggest ideas and listen to the ideas of others. • I can make decisions as to which ideas we should take forward. • I can compromise and help others to compromise. • I can exchange ideas with other groups and bring them back to my group.

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)				NUMERACY (including non-negotiables)
Reading	Speaking and Listening (performance)	Transcription	Writing	
<ul style="list-style-type: none"> ▪ Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ▪ Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	<ul style="list-style-type: none"> ▪ Talk and listen confidently in different situations. ▪ Show they have listened carefully by asking relevant questions. ▪ Formally present ideas or information to an audience. ▪ Participate fully in paired and group discussions. ▪ Show they have listened carefully through making relevant comments. 	<ul style="list-style-type: none"> ▪ Words with additional prefixes and suffixes and understand how to add them to root words. For example – form nouns using super, anti, auto. ▪ Recognise and spell additional homophones. For example – he'll, heel, heal. ▪ Use the first two or three letters of a word to check its spelling in a dictionary. ▪ Word families based on common words. For 	<ul style="list-style-type: none"> ▪ Look at and discuss models of writing of the text type, purpose and audience to be written, noting ▪ Structure ▪ Grammatical features ▪ Use of vocabulary ▪ Discuss and record ideas for writing. ▪ Use an appropriate planning format for the text type. 	See Derbyshire planning

<ul style="list-style-type: none"> Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Ask questions to improve understanding of a text. Identify main idea of a text. 		<p>example – solve, solution, solver.</p> <ul style="list-style-type: none"> Spell identified commonly misspelt words from Year 3 and 4 word list. <p><i>Penpals – handwriting</i> <i>Whole school spelling scheme</i></p>	<ul style="list-style-type: none"> Annotate plan with key language and vocabulary. Compose sentences using a wider range of structures linked to the grammar objectives. Make careful choices about vocabulary used. Orally rehearse structured sentences or sequences of sentences. Group related material together to form simple paragraphs. Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using simple organisational devices such as headings and sub-headings. Self-assess the effectiveness of writing. Assess writing with peers. Suggest improvements to writing. Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. 		
GEOGRAPHY	HISTORY	MUSIC	ART	SCIENCE	ICT (Including e-safety)
<p>As geographers, we will draw maps of our local area then and now. We will study how the area has changed since the Victorian times.</p>	<p>As historians, we will investigate through the eyes of a child, what it would be like to live in Victorian Long Eaton. We will also research famous people from that era.</p>	<p>As musicians, we will rehearse and perform songs from the Victorian era.</p>	<p>As artists, we will create paintings and sketches with particular attention to colour and tone. We will be learning how to draw portraits linked to Victorian icons. We will be painting different modes of transport from the Victorian era.</p>	<p>As scientists, we will be practicing our investigation skills. We will investigate the thermal properties of natural fibers.</p>	<p>Rising Stars POS We are programmers Scratch (character link to literacy) and Introduction to I pads</p> <p>As computer users, we will use the internet to research famous people, transport and life during Victorian Britain. We will use Google Earth and Maps to investigate Long Eaton now.</p>

SCHOOL VALUES				
LEARN TO LEARN SKILLS	ENVIRONMENT (including outdoor learning)	ENTERPRISE	COMMUNITY	ORACY / PRESENTATION
<p>We will develop our Learn to learn skills by:</p> <ul style="list-style-type: none"> Commit themselves to learning and self-improvement. Take responsible action to bring improvement for others as well as themselves. Find links and see relationships. Communicate their learning in relevant ways to different audiences. Use range of techniques to collect and organize information. Form collaborative relationships resolving issues and reaching agreed outcomes. 	<p>Research local area then / now</p>			<p>Prepare and give presentations to class.</p>