

### CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:	YEAR GROUP:	DATE: Autumn 2 2018
<p>What if penguins could talk?</p>  <p>Lost and found</p> <p>The christmasaurus</p>	<p><b>WOW STARTERS / ACTIVITIES</b></p> <p>Week 1: Penguin visits the classroom and leaves a gift.</p> <p>Week 2: Lost poster around school</p> <p>Week 3: Lights, camera, action.</p> <p>Week 4: Show the trailer, writing their own monologue.</p> <p>Week 5: Stuck in the middle of nowhere</p> <p>Week 6: Class production</p> <p>Week 7: Celebration, The christmasaurus</p>	<p><b>BREAKDOWN OF CHALLENGES</b></p> <p><b>Week 1: What is it?</b></p> <p><b>Week 2: Can you help find me?</b></p> <p><b>Week 3: How would you feel?</b></p> <p><b>Week 4: Put yourself in their shoes.</b></p> <p><b>Week 5: Debate, what would you do if you were scrooge?</b></p> <p><b>Week 6: We're stuck!</b></p> <p><b>Week 7: Celebration</b></p>

### COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
<b>RE</b>	<ul style="list-style-type: none"> <li>What is important to you?</li> <li>Why do Christians celebrate Christmas?</li> <li>What does it mean to be a muslim?</li> <li>Look at signs and symbols.</li> </ul>	<p>Can children retell the story of Christmas?</p>	<p>I can name different religions and beliefs.</p> <p>I can explain the meaning of a moral or religious story.</p> <p>I can recognize different symbols and actions.</p> <p>I can ask and respond to questions about the community.</p> <p>I can observe and recount different ways of expressing identity and belonging.</p> <p>I know why light is important in religion.</p>	
<b>Music</b>	<ul style="list-style-type: none"> <li>Singing and performing</li> <li>Introduction to rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>I can play simple rhythmic patterns</li> <li>I can sing in time with others</li> </ul>	<p>I can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I can perform with others</p> <p>I Can play simple rhythmic patterns on an instrument.</p> <p>I can sing/clap a pulse increasing or decreasing in tempo</p>	<p>I can use simple structures in a piece of music.</p> <p>I know that phrases are where we breathe in a song.</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>Pencil drawings from literacy story settings</li> </ul>	<ul style="list-style-type: none"> <li>I understand how to create light and dark tones, using a pencil?</li> <li>I can sketch a variety of shapes?</li> </ul>	<p>I can use three different grades of pencil in their drawing (4B, 8B, HB).</p> <p>I can create different tones using light and dark.</p> <p>I can set out my ideas, using annotation.</p> <p>I can keep notes as to how I have changed my work.</p>	<p>I can edit my own work.</p> <p>I can take different photographs and draw pictures displaying different moods.</p> <p>I can create a picture independently.</p>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>Creating a puppet.</li> </ul>	<ul style="list-style-type: none"> <li>I can use different materials and join them together.</li> </ul>	<ul style="list-style-type: none"> <li>I can join materials together by selecting the most appropriate method.</li> </ul>	<p>I can select the most appropriate method to join materials and explain why it is the best.</p>

<b>Science</b>	Plants extended Living things and their habitats.		<p>I can explain the differences between things that are living, dead and things that have never been alive.</p> <p>I can explain which habitats are suited to a living thing and how they may need different basic needs.</p> <p>I can identify and name plants and animals in their habitats.</p> <p>I can suggest how animals get their food from plants and other animals by looking at a food chain.</p>	<p>I can explain with observations how seeds and bulbs grow into mature plants</p> <p>I can find out and explain why plants need water, light and temperature to stay healthy and grow.</p> <p>I know how seasons can affect the growth of certain plants.</p> <p>I can explain how plants reproduce.</p> <p>I can observe and record how plants grow in different conditions and explain why they may be different.</p>
<b>History</b>	<ul style="list-style-type: none"> <li>• Are significant individuals different now to in the past?</li> <li>• A day in the life of...</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain, by looking at photographs, what is different about past and present.</li> <li>• I can use phrases such as before and after when referring to things that have already happened.</li> </ul>	<p>I can use phrases such as past, present, future.</p> <p>I can use information books as well as the internet to research the significant individuals.</p> <p>I can use a range of words and phrases when describing the past and past events.</p> <p>I can find out about the past by talking to an older person.</p> <p>I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and later.</p> <p>I can explain why someone acted the way they did in the past.</p>	<p>I can use appropriate phrases when talking about history. I can research and record my findings about the significant individuals.</p> <p>I can sequence the events about the life of a famous person.</p> <p>I can say at least two ways I can find out about the past, for example using books and the internet.</p> <p>I can give examples of things that are different in my life from that of a long time ago in a specific period of history such as the Victorian times.</p>
<b>Geography</b>	World map Map out journeys	<p>Can children locate certain countries around the world?</p> <p>I can locate different habitats around the world.</p>	<p>I can label a diagram or photograph using geographical words.</p> <p>I can describe some physical features of their own locality.</p> <p>I can locate certain countries using different sources such as globe, atlas, internet etc.</p> <p>I can find where I live on a map.</p> <p>I can map out my route from home to school.</p> <p>I can name major cities of England, Scotland and Wales.</p> <p>I can name the different oceans.</p> <p>I can find out about a locality through asking questions to someone else.</p>	<p>I can talk about how the weather is in different parts of the UK.</p> <p>I can locate certain countries using different sources and say whether it is north, east south or west of the UK.</p> <p>I can identify seasonal weather changes in the UK.</p> <p>I can say which continent the different oceans belong to.</p> <p>I can find the longest and shortest route on a map.</p>

**DESCRIPTION OF LEARNING**

LITERACY (including non-negotiables)		NUMERACY (including non-negotiables)
<p><b>Reading</b></p> <p>I can understand the importance of decoding words.            I understand that some words cannot be decoded.            I use the graphemes taught to blend sounds            I know that phonemes may be represented by different graphemes.            I know that familiar words don't need to be sounded out and blended.            I read the familiar words automatically and accurately.</p> <p>I know that there are different kinds of stories.            I listen to or read a range of different kinds of stories.            I make choices about the books I read.            I know that non fiction books are organised differently from different texts.            I know that books or texts have a purpose.</p> <p><b>Guided reading</b></p> <p>I know the purpose of reading is to make meaning.            I know that there is a range of decoding strategies.            I can check that the text I read makes sense.            I re read when I have lost the meaning.</p> <p>During guided reading our class text is continuing as Fantastic Mr Fox. A range of activities will be selected for this- inference skills, predicting and partner reading.            Also during this time, we will be introducing non-fiction texts to expose the children to a range of genres. The key activities for this genre will be comprehension (understanding of the text) and reading the texts within partners and independently.</p>	<p><b>Writing</b></p> <p><b>Handwriting</b>            I can use some of the diagonal and horizontal strokes needed to join letters.            I understand which letters when adjacent to one another are best left unjoined.            I write capital letters and digits the correct size.</p> <p><b>Spelling</b>            I segment spoken words into phonemes and record these as graphemes.            I am learning common exception words that cannot be phonetically spelt.</p> <p><b>Composition</b>            I develop stamina for writing for writing for diferent puposes.            I can say or plan out loud what I am going to write.            I can write down ideas or key words including new vocabulary.            I can work with a peer to edit my work to make it even better.</p> <p><b>Grammar</b>            I am using adjectives within my writing to make it more descriptive.            I am beginning to use adverbs to make my writing interesting.            I can pick and choose which descriptive word is best suited.</p> <p><b>Punctuation</b>            I use full stops and capital letters correctly.            I mostly use exclamation and question marks accurately.</p> <p><b>Genres</b>            Fiction texts- old and modern.            monologues            Character and setting description</p> <p><b>Week 1-</b> The new class story focus will be introduced into the class, through a stimulating environment of the South Pole. The story will be wrapped up in winter wrapping paper and covered in penguin feathers. The first part of the cover will be revealed which will be the title. The children predict in partners what they think the story will be about. After the discussion the rest of the book will be revealed. They will talk about if they want to change their predictions or keep them the same and why.            We will read the first two pages of the book and the children will suggest where they think the penguin is from and why he has gone to the boy.</p> <p><b>Week 2-</b>            We will carry on reading to see how the boy helps the penguin- to help the boy even more we will create a lost poster.            The children discover what happens on the adventure to take the penguin back to the South Pole- they will describe the setting with adjectives and similes.</p> <p><b>Week 3-</b>            The children put themselves in the shoes of the boy and discuss how they would feel if the penguin turned up at their door and if they were on an adventure to the South Pole. They will use hot seating and talk partners to really understand how the character is feeling.</p>	<p>▪ <b>Number and Place Value</b>            I can count in steps of 2,3,5 from 0 and in 10 from any number forward and backwards.            I can read and write numbers to at least 100 in numerals and words.</p> <p>▪ <b>Addition and Subtraction</b>            I can recall and use addition and subtraction facts to 20 fluently and use related facts up to 100.            I can add and subtract numbers mentally including 2 digit numbers and 1 and 2 digit numbers and 10, 2 digit numbers and 3, 1 digit numbers.</p> <p>▪ <b>Multiplication</b>            Recall and use multiplication facts for 2,5 and 10 times tables.            Calculating and writing multiplication calculations.            To consolidate learning their knowledge of multiplication will be enhanced with fluency and reasoning problems.</p> <p><b>Greater depth</b>            I can solve a one-step problem including addition and subtraction.            I can understand that if 4+5 is 9 then 40+50 is 90.            I can explain multiplication and division operations to others in my class.</p>

		<p><b>Week 4-</b> We will be reading the end of the story to the children and they will use their knowledge of understanding a character from the previous week, to understand how the penguin feels at the South Pole and how he feels to be reunited with the boy. As a stimulus we will show the children the trailer that shows the character's expressions and actions. The children will then write a monologue in the voice of the penguin.</p> <p><b>Week 5-</b> The children will be exploring the story of 'The Christmasaurus' , they will be looking at the beginning of the story and how they can re-create this using their imagination.</p> <p><b>Week7-</b> The children will look at their writing and focus their time on self-editing their work. This will be focused on sentence openers and basic punctuation.</p>	
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Humanities	ART	SCIENCE	ICT (Including e-safety)
<p><b>History</b> Guy Fawkes and the Gun Powder Plot. Looking at life in the past and how it differs to now. Look at key figures already explored from the past.</p> <p><b>Geography</b> Exploring the locality and how the children would plan their route to school from their house on a map.</p> <p><b>RE</b> Children begin to look at signs in different religions.</p>	<p><b>ART-</b> Pencil drawings of the two key settings from the story 'Lost and Found'. Focus on detail of each part of the setting and shading.</p> <p><b>Music</b> Children will sing a range of musical songs and perform this. They will also trace the beat with their body.</p> <p><b>D&amp;T</b> Making their own puppets for the Christmas dinosaur.</p>	Plants and their environment.	<ul style="list-style-type: none"> <li>Scratch</li> <li>Mathletics</li> </ul>

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> <p>Team Workers Effective Participants Reflective Learners</p>	<p>Story time Music Art Science P.E.</p>	University workshops	<p>School production Trip to Tesco</p>	<p>Talking partners in class Individual reports to the class Class discussions Hot seating Role playing</p>