

CHALLENGE OVERVIEW - Autumn 2

PRIME LEARNING CHALLENGE:		YEAR GROUP: 3	DATE: Autumn 2
Is it magic?	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	
	<ul style="list-style-type: none"> - Magician – magnetic tricks – how am I doing it? - Letter from Santa asking for toy ideas - Play with magnetic toys – RESOURCE THIS!! - Making magnetic toys - Christmas performance - Guide dog visit 	<p>What is a force? What is a magnet? What do we mean by attract and repel? Which magnet is the strongest? A horse shoe or a bar magnet? Is a paper clip a magnet? Do magnets work in liquids? How could we use magnets to help Santa to make an exciting game? How am I going to make my toy? How can I improve my toy? How good is my toy?</p>	

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
Science Forces and magnets	D&T Art	<ul style="list-style-type: none"> • Can they distinguish between an object and the material from which it is made? • Can they identify and name a range of every day materials? • Can they describe the simple physical properties of a range of every day materials? • Can they compare and classify a variety of materials based on their simple physical properties? • Can they sort materials in to groups and say why they have sorted them in that way? 	<ul style="list-style-type: none"> • Can they compare how things move on different surfaces? • Can they observe that magnetic forces can be transmitted without direct contact? • Can they observe how some magnets attract or repel each other? • Can they classify which materials are attracted to magnets and which are not? • Can they notice that some forces need contact between two objects but magnetic forces can act at a distance? • Can they compare and group together a variety of every day materials on the basis of whether they are attracted to a magnet? • Can they identify some magnetic materials? • Can they describe magnets as having two poles (N and S)? • Can they predict whether two magnets will attract or repel each other depending on which poles are facing? 	<ul style="list-style-type: none"> • Can they investigate the strengths of different magnets and find ways to compare them?
D&T Magnetic Christmas toy	Science	<ul style="list-style-type: none"> • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials and say why they have chosen them? • Can they describe their design using pictures, diagrams, models and words? • Can they say what went well with their work? • Can they say if they did it again, what would they improve? • Can they make sensible choices about which materials to use for their constructions? • Can they develop their ideas from a starting point? • Can they incorporate movement in to models? • Can they measure materials? 	<ul style="list-style-type: none"> • Can they show that their design meets a range of requirements? • Can they put together a step by step plan which shows the order and also what equipment and tools they need? • Can they describe their design using an accurately labelled sketch and words? • Can they assess how realistic their plan is? • Can they use equipment and tools accurately? • What did they change that made their design even better? • Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? • Can they join materials? 	<ul style="list-style-type: none"> • Do they take a user's opinion in to account when planning? • Can they explain why their product will appeal to an audience? • Can they use tools / materials expertly?
Art		<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? 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they explain art from other periods of history?

			<ul style="list-style-type: none"> • Can they predict with accuracy the colours that they mix? • Can they use a range of brushes to create different effects? 	
Music Christmas production	Literacy Drama		<ul style="list-style-type: none"> • Do they sing in tune with expression? • Do they control their voice when singing? 	<ul style="list-style-type: none"> • Can they sing songs from memory with accurate pitch?

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)					NUMERACY (including non-negotiables)	
Speaking and Listening	Reading	Writing	Transcription			
<ul style="list-style-type: none"> ▪ Talk and listen confidently in different situations. ▪ Talk and listen confidently in different situations. ▪ Show they have listened carefully by asking relevant questions. ▪ Develop and explain their ideas giving reasons. ▪ Sequence and communicate ideas in an organised and logical way in complete sentences as required. ▪ Vary the amount of detail dependent on the purpose and audience. ▪ Participate fully in paired and group discussions. ▪ Vary the use and choice of vocabulary dependent on the audience and purpose. ▪ Start to show awareness of how and when standard English is used. ▪ Perform poems from memory adapting expression and tone as appropriate. ▪ Show they have listened carefully through making relevant comments. ▪ Formally present ideas or information to an audience. ▪ Begin to adapt use of language to meet the needs of the audience/listener. 	<ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills to read unfamiliar words. ▪ 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 ▪ Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. ▪ Choose books for specific purposes. ▪ Use dictionaries to check the meaning of unfamiliar words ▪ Discuss and record words and phrases that writers use to engage and impact on the reader. ▪ Know and recognise some of the literary conventions in text types covered. ▪ Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. ▪ Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc ▪ Discuss responses to text. ▪ Explain the meaning of words in context. ▪ Ask questions to improve understanding of a text. ▪ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. ▪ Identify main idea of a text. ▪ Identify how structure, and presentation contribute to the meaning of texts. 	<ul style="list-style-type: none"> ▪ Use syllables to divide words. ▪ Make analogies from a word already known to apply to an unfamiliar word. ▪ Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. ▪ 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. ▪ Annotate plan with key language and vocabulary. ▪ Make careful choices about vocabulary used. ▪ Orally rehearse structured sentences or sequences of sentences. ▪ Write a play script with a clear structure, setting, characters and plot. ▪ 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. ▪ Proof-read to check for errors in spelling and punctuation errors. ▪ Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ▪ Understand the terminology. ▪ Use the terminology to talk about own writing. 	<ul style="list-style-type: none"> ▪ 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. ▪ Spell identified commonly misspelt words from Year 3 and 4 word list. <p><i>Penpals – handwriting</i> <i>Whole school spelling scheme</i></p>	See Derbyshire planning Multiplication Division Word problems involving both of the above Measuring using centimetres		
SCIENCE	D&T	MUSIC	DRAMA	ICT		
As scientists, we will learn about forces and magnets and use this knowledge to make a toy.	As design and technologists, we will design and create our own toys for Christmas using our knowledge about magnets.	As musicians, we will learn, rehearse and perform songs for the Christmas production.	As actors, we will learn, rehearse and perform actions and lines for the Christmas production.	Sketch Nation Hour of Code Game programming		

SCHOOL VALUES

LEARN TO LEARN SKILLS	ENVIRONMENT	ENTERPRISE	COMMUNITY	ORACY / PRESENTATION
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We will develop our Learn to learn skills by: Creative thinkers Reflective learners Effective participator Self-managers	(including outdoor learning)	Produce own Christmas toys	Put on a show! Raise funds for Guide dogs for the blind (Charity)	Perform poetry Christmas performance
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