

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:	YEAR GROUP:	DATE: Spring 1 2019
London's Burning!	<b>WOW STARTERS / ACTIVITIES</b> Week 1: Crime Scene Week 2: Town setting- <a href="https://londonist.com/2013/10/fly-through-17th-century-london">https://londonist.com/2013/10/fly-through-17th-century-london</a> Week 3: Trip to Tesco/ Asda Week 4: Great fire of London game. Week 5: Fire- set alight houses. Week 6: Showcase- parents coming in.	<b>BREAKDOWN OF CHALLENGES</b> Week 1: Who goes there? Week 2: Let's fly through Pudding Lane! Week 3: Tiger, sliced, seeded, wholemeal? Week 4: Get your game faces on! Week 5: Burn baby Burn Week 6: The Great British Bake off

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
RE	<ul style="list-style-type: none"> <li>Look at signs and symbols.</li> </ul>		I can name different religions and beliefs.	
Music	<ul style="list-style-type: none"> <li>London is burning song</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>	I can perform simple patterns and accompaniments keeping a steady pulse.  I can perform with others  I Can play simple rhythmic patterns on an instrument.  I can sing/clap a pulse increasing or decreasing in tempo	I can use simple structures in a piece of music.  I know that phrases are where we breathe in a song.
Art	<ul style="list-style-type: none"> <li>Pencil drawings of the landscape of London in the past.</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>	I can use three different grades of pencil in their drawing (4B, 8B, HB).  I can create different tones using light and dark.  I can set out my ideas, using annotation.  I can keep notes as to how I have changed my work.	I can edit my own work.  I can take different photographs and draw pictures displaying different moods.  I can create a picture independently.
D&T	<ul style="list-style-type: none"> <li>Making Stuart Houses.</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>	I can select the most appropriate method to join materials and explain why it is the best.
Science	Everyday Materials	<ul style="list-style-type: none"> <li>I can identify different materials.</li> <li>I can understand when we use different materials.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the properties of materials.</li> <li>I can explain why we use certain materials for certain objects and solutions.</li> <li>I can predict from knowledge that I already have.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the way that materials move and change and suggest why they change.</li> </ul>

<b>History</b>	<ul style="list-style-type: none"> <li>Events beyond living memory - Great Fire of London</li> <li>Samuel Pepys</li> </ul>	<p>I can describe an event in the past.</p> <p>I know what past and present mean.</p> <p>I can answer a question using my own knowledge.</p>	<p>I can sequence a set of events in chronological order and give reasons for their order.</p> <p>I can use the words past and present accurately.</p> <p>I can use a range of words to describe the past.</p> <p>I can recount some interesting facts from a historical event such as where the fire of London started.</p> <p>I can answer question by using a specific source such as an information book.</p>	<p>I can sequence a set of objects in chronological order and give reasons.</p> <p>I can try to work out how long ago an event happened.</p> <p>I can explain why eye witness accounts may vary.</p> <p>I can say at least two ways to find out about the past- books and internet.</p>
<b>Geography</b>	<p>Compasses</p> <p>Maps and Ariel photographs</p>	<p>I can Identify the UK on a world map.</p> <p>I can understand how to use a map.</p>	<p>I can find where I live on a map in the UK.</p> <p>I can name the world's oceans and find them in an atlas.</p> <p>I can explain what facilities a town or village might need.</p> <p>I can describe the key features of a place using words like beach coast forest ocean...</p>	<p>I can locate some of the world's major rivers and mountain ranges.</p> <p>I can point out the north, east, south and west associated with maps and compass.</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.</p> <p>I understand that some words cannot be deocded.</p> <p>I use the graphemes taught to blend sounds</p> <p>I know that phonemes may be represented by different graphemes.</p> <p>I know that familiar words don't need to be sounded out and blended.</p> <p>I read the familiar words automatically and accurately.</p> <p>I know that there are different kinds of stories.</p> <p>I listen to or read a range of different kinds of stories.</p> <p>I make choices about the books I read.</p> <p>I know that non fiction books are organised differently from different texts.</p> <p>I know that books or texts have a purpose.</p> <p>Guided reading</p> <p>I know the purpose of reading is to make meaning.</p> <p>I know that there is a range of decoding strategies.</p> <p>I can check that the text I read makes sense.</p>	<p><b>Writing</b></p> <p><b>Handwriting</b></p> <p>I can use some of the diagonal and horizontal strokes needed to join letters.</p> <p>I understand which letters when adjacent to one another are best left unjoined.</p> <p>I write capital letters and digits the correct size.</p> <p><b>Spelling</b></p> <p>I segment spoken words into phonemes and record these as graphemes.</p> <p>I am learning common exception words that cannot be phonetically spelt.</p> <p><b>Composition</b></p> <p>I develop stamina for writing for writing for diferent puposes.</p> <p>I can say or plan out loud what I am going to write.</p> <p>I can write down ideas or key words including new vocabulary.</p> <p>I can work with a peer to edit my work to make it even better.</p> <p><b>Grammar</b></p> <p>I am using adjectives and similes within my writing to make it more descriptive.</p>	<ul style="list-style-type: none"> <li><b>Fractions</b></li> </ul> <p>Recognise find, name and write 1/3, 1/4, 2/4 and 3/4 with shape, objects and numbers.</p> <p>I can solve fluency and reasoning problems relating to my knowledge learnt.</p> <ul style="list-style-type: none"> <li><b>Measurement</b></li> </ul> <p>I know one metre and can make reasonable estimates of length and height up to ten metres.</p> <p>I know one cm and can make reasonable estimates of length and height up to 100 cms.</p>

<p>I re read when I have lost the meaning.</p> <p>This term we will be having a focus on comprehension and text analysis. We will have comprehension texts and questions and the children will work together or independently to answer them and understand the text. This will tend to be topic based, but will also feature other topics.</p>	<p>I am using adverbs to make my writing interesting. I can pick and choose which descriptive word is best suited. I can understand commands and questions and I am beginning to use them in my writing. I am beginning to understand statements and exclamations sentences.</p> <p><b>Punctuation</b> I use full stops and capital letters correctly. I mostly use exclamation and question marks accurately. I can use finger spaces consistently throughout my writing.</p> <p><b>Genres</b> Non- chronological report Diary entry Narrative writing.</p>	<p>I know 1 kg and can make reasonable estimates of weight up to 5kg.</p> <p>I can name objects that weigh more or less than 1kg, 10kg.</p> <p>I know how much something ways in kg and I know that kg is a written format kilogram.</p> <p>I know how much 1L is and I know that many liquids are sold in 1L amounts.</p> <p>I know amounts that are more or less than 1L.</p> <p><b>Greater depth</b> I can explain and reason why it is a certain fraction.</p> <p>I can explain and reason with measurements and use problem skills within this.</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 landscape of</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>	<p>Everyday materials- I can understand what different materials are used for. I can understand the properties of certain materials.</p> <p>The skills that I will use will be: Observing Testing Predicting</p>	<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>	<p>University workshops</p>	<p>Trip to Asda bakery Fire service</p>	<p>Talking partners in class Individual reports to the class Class discussions Hot seating Role playing</p>