

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:	YEAR GROUP: 3	DATE: Spring 1
What makes the Earth angry?	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES
	<p>News Flash! Evacuate classroom for the arrival of a weather bomb</p> <p>Island (skipping rope) flooded – crowded</p> <p>Erupting volcano</p> <p>Videos</p>	<p>What would it be like to have to leave?</p> <p>Why might people have to evacuate from their homes?</p> <p>What is a volcano and where might we find them?</p> <p>What causes a volcano to erupt?</p> <p>How do volcanoes impact on the lives of the people who live near them?</p> <p>Are tsunamis always a disaster?</p> <p>Will we ever have a tsunami in England?</p> <p>What do plates have to do with earthquakes?</p> <p>How can we represent the angry Earth?</p>

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
Geography	Extreme weather	<ul style="list-style-type: none"> Can they describe a place outside Europe using geographical words? Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they confidently describe physical features in a locality? Can they describe how volcanoes have an impact on people's lives? Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? 	<ul style="list-style-type: none"> Can they explain how people's lives vary due to weather?
Science	Rocks and soils	<ul style="list-style-type: none"> Can they group rocks according to how soft or hard they are? Can they explain that fossils are usually formed on the sea bed as a result of high pressure? Can they explain that soils are made of tiny bits of rock, dead plants and animals, air and water? 	<ul style="list-style-type: none"> Can they compare and group together different kinds of rocks on the basis of their appearance and simple physical properties? Can they understand permeability and group rocks accordingly? Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> Can they suggest different ways of testing rocks and sort them accordingly? Can they name some common fossils? Can they describe different types of soils and their properties?
Art	Mixed media famous artists Art from different cultures Hot and cold colours	<ul style="list-style-type: none"> Can they discuss their work and what it represents to an adult? Can they evaluate other peoples work sensitively? 	<ul style="list-style-type: none"> Can they use a range of brushes to create different effects? Can they predict with accuracy the colours that they mix? Can they explore work from other cultures? Are they beginning to understand the view points of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? 	<ul style="list-style-type: none"> Pupils should be taught to develop their techniques, including their control and their use of materials.
Music	Percussion instruments	<ul style="list-style-type: none"> Can they choose sounds which create an effect? 	<ul style="list-style-type: none"> Can they combine different sounds to create a specific mood or feeling? Can they use different elements in their composition? 	<ul style="list-style-type: none"> Can they tell whether a change is gradual or sudden? Can they identify repetition, contrasts and variations?
ASK	Life framework Why do I sometimes feel angry? Are all changes bad? (light touch) I find it hard to concentrate, what can I do?	<ul style="list-style-type: none"> Express what a good friend is. Recognise the difference between being friendly and being a friend. Make someone else feel good. Recognise the signs of feeling angry. Use different ways to calm down when feeling angry. 	<ul style="list-style-type: none"> Can the children identify what things make them angry? Can the children identify how they feel when they are angry? Can the children suggest how to deal with the feeling of anger? Can the children identify changes which occur following natural disasters / extreme weather conditions? Can the children suggest ways to improve concentration? 	<ul style="list-style-type: none">

- Understand why someone might feel happy/sad.
- Take part in activities with their friends and class members.

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)				NUMERACY (including non-negotiables)
Reading	Oracy	Writing	Transcription	
<ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills to read unfamiliar words Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. ▪ Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas. ▪ Know that non-fiction books are structured in different ways and be able to use them effectively. ▪ 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 a wider range of stories, including fairy stories and legends . ▪ Orally re-tell some of the above stories. ▪ Know and recognise some of the literary conventions in text types covered. 	<ul style="list-style-type: none"> ▪ Develop ideas and feelings through sustained talk ▪ Show good awareness of the listener and organize what is said accordingly ▪ Use special words linked to the topic being discussed ▪ Talk and listen confidently in different situations. ▪ Show they have listened carefully by asking relevant questions. ▪ Develop and explain their ideas giving reasons. ▪ Participate fully in paired and group discussions. ▪ Show understanding of the main points in a discussion. ▪ 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. ▪ Show they have listened carefully through making relevant comments. ▪ Formally present ideas or information to an audience. 	<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. ▪ 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. ▪ Use conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> ▪ Know how to spell: ▪ 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. ▪ Spell identified commonly misspelt words from Year 3 and 4 word list. ▪ Use syllables to divide words. 	<ul style="list-style-type: none"> • Place Value up to 1000 • Multiplying and dividing • Multiples of 4 8 50 and 100 • Addition and subtraction • Up to HTU add/subtract HTU • Fractions decimals and percentages • Recognising equivalence • Ordering fractions • Fractions of numbers • Measure • Time 24 and 12 hour clock • Mass • Shape and Space • Recognise angles greater or less than a right angle • Interpret and present data using car charts pictograms and tables.
GEOGRAPHY	SCIENCE	MUSIC	ART	ICT (Including e-safety)
As geographers we will discover natural disasters and extreme weather conditions. We will learn about how natural disasters occur and what it is like to be involved in one.	As scientists we will learn about different types of rocks, fossils and soils and how they are formed. We will think about how to test and sort them for their different properties.	As musicians we will compose music to capture different weather / natural disasters.	As artists we will explore the work of artists from different cultures (volcano artists and tsunami artists) and recreate our own art in the style of using hot and cold colours, masking and colour wash in ink and paint.	See separate planning. Develop skills using Word <ul style="list-style-type: none"> - Change font, - Change colours, - Import images from Clipart, - Develop typing skills – speed and accuracy, - Save a document to be retrieved at a later date.

SCHOOL VALUES				
LEARN TO LEARN SKILLS	ENVIRONMENT (including outdoor learning)	ENTERPRISE	COMMUNITY	ORACY / PRESENTATION
We will develop our Learn to learn skills by: Teamwork Independent enquirer	Tent building Volcano eruption		A deeper understanding of emergency aid eg Red Cross/ Oxfam	Discussions – P for C

Resourceful thinker Self-manager				
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