

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:	YEAR GROUP: 3	DATE: Summer 1
Who first lived in Britain?	WOW STARTERS / ACTIVITIES Shelter building – Parent showcase Cave painting – Big art day Watch DVD – Early	BREAKDOWN OF CHALLENGES What jobs do archaeologists do and why are they so valuable in helping us find out about history? How did the early Britons make shelters? Would the early Britons have visited a supermarket for their food? What can you find out about stone, bronze and iron ages? What do we know about the lifestyle of the early Britons from the art they produced? How do you think the early Britons would have communicated? Reflection: Working in groups the children put together an ICT presentation of the life of early Britons, taking account of their weapons, food, way of communicating and eating.

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 describe events and periods using the words: ancient and century? Do they recognise that Britain has been invaded? 	<ul style="list-style-type: none"> Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? 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? 	<ul style="list-style-type: none"> Can they set out on a timeline, within a given period, what special events took place? Do they have an appreciation that wars start for specific reasons and can last for a very long time? 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?
DT	Making Stone Age Shelters	<ul style="list-style-type: none"> Can they plan a shelter? Can they follow instructions? Can they design a shelter? Can they make a shelter out of natural resources? 	<ul style="list-style-type: none"> Can they plan a shelter? Can they follow instructions? Can they design a shelter? Can they make a shelter out of natural resources? Can they evaluate their work? 	<ul style="list-style-type: none"> Can they plan a shelter? Can they follow instructions? Can they design a shelter? Can they make a shelter out of natural resources? Can they evaluate their work?
Art	Cave Paintings	<ul style="list-style-type: none"> Can they use alternatives to paintbrushes and paint to create cave art? Can they paint in the style of Ancient Britons? 	<ul style="list-style-type: none"> Can they use alternatives to paintbrushes and paint to create cave art? Can they paint in the style of Ancient Britons? 	<ul style="list-style-type: none"> Can they use alternatives to paintbrushes and paint to create cave art? Can they paint in the style of Ancient Britons?
PHSE	Being Responsible	<ul style="list-style-type: none"> Research and discuss topical issues. To know that rules are needed in different situations. To know about human rights. To know about rights and responsibilities. Develop skills to carry out responsibilities. To know about differences and listen to others. 	<ul style="list-style-type: none"> Research, discuss and debate topical issues. To identify why rules are needed in different situations. To know about human rights. To know about rights and responsibilities, rights and duties at home and school. Develop skills to carry out responsibilities. Explore how to resolve differences and explore other points of view. Explore what being part of a community means and how they belong. 	<ul style="list-style-type: none"> Research, discuss and debate topical issues. To identify why rules are needed in different situations. Understand there are human rights to protect everyone. To know about rights and responsibilities, rights and duties at home, school, community and environment. Develop skills to carry out responsibilities. Explore how to resolve differences and explore other points of view. Explore what being part of a community means and how they belong.

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)

NUMERACY (including non-negotiables)

Reading	Writing	Spoken Language	
<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 ▪ Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. ▪ Choose books for specific purposes. ▪ Know that non-fiction books are structured in different ways and be able to use them effectively. ▪ Use dictionaries to check the meaning of unfamiliar words. ▪ Use thesauruses to find synonyms. ▪ Discuss and record words and phrases that writers use to engage and impact on the reader. ▪ Discuss responses to text. ▪ Ask questions to improve understanding of a text. <p>(N.B Genres to be covered during Summer Term 1 are:- Step by Step instructions</p>	<ul style="list-style-type: none"> ▪ Use the first two or three letters of a word to check its spelling in a dictionary. ▪ Word families based on common words. For example – solve, solution, solver. ▪ Spell identified commonly misspelt words from Year 3 and 4 word list. ▪ Use the diagonal and horizontal strokes that are needed to join letters. ▪ Understand which letters, when adjacent to one another, are best left unjoined. ▪ Increase the legibility, consistency and quality of their handwriting: <ul style="list-style-type: none"> ▪ downstrokes of letters are parallel and equidistant ▪ lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch ▪ Use an appropriate planning format for the text type. ▪ 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. ▪ 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. ▪ Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i> ▪ Use the perfect form of verbs to mark relationships of time and cause. ▪ Use conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> ▪ 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. ▪ Start to show awareness of how and when standard English is used. 	<ul style="list-style-type: none"> ▪ Multiples of 2,3,4,5,8,10,50 and 100 (through counting stick and fluency tests). ▪ Time (digital). ▪ Place value (identify, represent and estimate numbers using different representations, read and write numbers up to 1000 in numerals and in words and solve number problems and practical problems). ▪ Addition and subtraction revision (with a focus on missing number problems).

HISTORY	ART / DT	ICT (Including e-safety)
<p>As historians, we will discover who the first people to live in Britain were and find out about their way of life. We will learn about what archeologists do and find out how this informs us about the past.</p>	<p>As artists, we will create some cave art in the style of Early Britons.</p> <p>As designers we will design, make and evaluate stone age shelters.</p>	<p>We will conduct research about our topic.</p>

SCHOOL VALUES			
LEARN TO LEARN SKILLS	ENVIRONMENT (including outdoor learning)	ENTERPRISE / COMMUNITY	ORACY / PRESENTATION
<ul style="list-style-type: none"> • We will develop our Learn to learn skills by: working in year group teams...getting 	<p>We use using the outdoors to collect</p>	<p>After making stone age shelters we will</p>	<p>Final challenge: To create presentation of</p>

<p>to know as many people as possible before year 4.</p> <ul style="list-style-type: none">• Continuing to be independent by following the 4 b's.• Weekly focus and awards.	<p>natural resources for our cave paintings.</p>	<p>be inviting parents in to look at their work.</p>	<p>information gathered throughout our stone age topic.</p> <p>Easter homework: All children to share their presentation about their interest / hobbies to the rest of the class.</p>
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