

Class: GH, CM and JS	Term: Autumn 2	Year Group: 3
Prime Learning Challenge	What are the main types of rocks on our Earth? How are mountains formed and what causes an earthquake, tsunami or volcano?	

Past What do pupils already know/understand? Do they have any misconceptions?	Present What do pupils want to know/understand? What are they interested in? What motivates them?	Context How is this challenge relevant to the needs of your children?
<p>Children understand that there are different types of rocks and that they can be used for different things.</p> <p>Children recognise that a natural disaster is an earthquake, tsunami, tornado or volcanic eruption. Although they do confuse the natural and human element of these disasters.</p>	<p>What causes a volcano to erupt? Where is the nearest volcano to us? How strong is a volcano? Why do we have different types of rock? Why do people live near volcanoes?</p>	<p>What causes a volcano to erupt? How volcanoes impact on the lives of people? What causes an earthquake and a tsunami and how are they measured? What countries have experienced earthquakes and tsunamis in your lifetime? What causes tornadoes and how are they monitored?</p>

By the end of this prime	Some: More Able	<p>Children will be able to describe how fossils are formed and talk about the different types of fossils</p> <p>Children will know about and explain the differences between sedimentary, metamorphic and igneous rocks</p>
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learning challenge...		<p>Children will know how soil is made and talk about how it can be used</p> <p>All children will recognise that natural disasters (earthquakes, volcanic eruptions and tsunamis) are not influenced by human actions and will be able to explain how these events occur in detail.</p> <p>They will be able to explain how natural disasters have affected the lives of people in the past and today.</p>
	Most: Core	<p>Children will be able to describe how fossils are formed</p> <p>Children will know about the differences between sedimentary, metamorphic and igneous rocks</p> <p>Children will know how soil is made</p> <p>All children will recognise that natural disasters (earthquakes, volcanic eruptions and tsunamis) are not influenced by human actions.</p> <p>They will be able to explain how natural disasters affect the lives of people today</p>
	All: Less able	<p>Children will be able to describe what fossils are</p> <p>Children will know about sedimentary, metamorphic and igneous rocks</p> <p>Children will know how soil is made</p> <p>All children will recognise the difference between each natural disaster (earthquakes, volcanic eruptions and tsunamis).</p>
	Specific Children	As above with further support and scaffolding.

Pre-Learning How will you make sure you are pitching appropriately?	Wow!	Reflection How will you reflect & evaluate?
The children have been asked what they would like to learn about and within the expectations of the unit we will ensure these questions are answered.	<p>Making own fossils</p> <p>Wednesday 17th December - Pantomime</p>	<p>Children will do a pre and post learning assessment for science and geography.</p> <p>We will return to the children's questions from the start of the unit.</p>

<p>BBC science clips will be used and Focus Education questions in order to pitch the work at the appropriate level.</p> <p><i>Science First Lesson Hook: Can we make a 'fossil' using plaster of paris?</i></p> <p><i>Geography First Lesson Hook: How can we create a stormy weather pattern using music, drama and dance?</i></p>		<p>Children will repeat the pre-learning assessment to determine progress in their knowledge and understanding. Reflection Task</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	Firework Poetry	Assessment Week	Firework Poetry	Escape from Pompeii Setting Description	Escape from Pompeii Setting Description	Escape from Pompeii Setting Description	Pantomimes
Rainbow Grammar	Use adjectives of sound loud quiet shrill melodic Use adjectives of touch icy rough smooth sticky	Compose a simple statement sentence where the predicate is. Add a where or when adverbial to a simple statement sentence	Use 'how' and 'what' to compose an exclamation Begin a sentence with a simile (a 'how' adverbial phrase),	Understand a coordinating conjunction as a single word that joins two equal sentence elements	Understand a preposition as a single word that starts an adverbial phrase	Begin a sentence with a linking adverb	Use commas in a list of nouns or noun phrases

			separating with a comma				
Sounds Write	Extended Code: Unit 10 'm/oo/n'	Extended Code: Unit 11 'ie'	Extended Code: Unit 12 'b/oo/k'	Extended Code: Unit 14 'u'	Extended Code: Unit 16 's'	Extended Code: Unit 18 'l'	Extended Code: Unit 19 'or'
NC Spellings	Ed Shed Step 7: Words with the prefix 're-'	Step 8: Words with the prefix 'dis-'	Step 9: Words with the prefix 'mis-'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 12: Challenge Words	Revisit – go to week 1 Autumn Ed Shed – Words where the digraph 'ou' makes an /ow/ sound
Handwriting	Pen Pals Sounds Write NC Spellings Spelling Lists	Pen Pals Sounds Write NC Spellings Spelling Lists	Pen Pals Sounds Write NC Spellings Spelling Lists	Pen Pals Sounds Write NC Spellings Spelling Lists	Pen Pals Sounds Write NC Spellings Spelling Lists	Pen Pals Sounds Write NC Spellings Spelling Lists	Pen Pals Sounds Write NC Spellings Spelling Lists
Maths	Addition and Subtraction	Assessment Week	Addition and Subtraction	Addition and Subtraction	Multiplication and Division	Multiplication and Division	Multiplication and Division
Science	Pre learning assessment Make a fossil	How are fossils made?	What is soil?	How fertile is soil?	What is the difference between igneous, sedimentary and metamorphic rocks?	Why are some rocks and crystals more valuable than others?	What have we learned?
Geography	Pre-Learning Assessment	What lays beneath our feet?	Which are the best-known mountains in the UK and	How can a relief map be transformed into a model?	What causes an earthquake?	What causes a volcano?	Post-Learning Assessment

			the rest of the world?				
Music	Charanga: Glockenspiel Stage 1	Charanga: Glockenspiel I Stage 1	Charanga: Glockenspiel Stage 1	Charanga: Glockenspiel Stage 1	Charanga: Glockenspiel Stage 1	Charanga: Glockenspiel Stage 1	Charanga: Christmas songs
PSHE	Celebrating difference: To understand that everyone's family is different and important to them.	Anti-Bullying Week and Children In Need	Celebrating difference: To understand that differences and conflicts sometimes happen between family members	Celebrating difference: To understand what it means to be a witness to bullying	Celebrating difference: To understand that witnesses can make the situation better or worse by what they do	Celebrating difference: To recognise that some words are used in hurtful ways	Celebrating difference: To be able to talk about a time when my words affected someone's feelings and what the consequences were
DT	Lesson 1: Features of a castle.	Lesson 2: Designing a castle	Lesson 3: Nets and Structures	Lesson 4: Building a Castle	Calendar LO: To design and make a calendar	Christmas cards LO: To make a Christmas Card for a family member	Christmas Crafts
RE	What is the Trinity and why is it important for Christians?	What is the Trinity and why is it important for Christians?	What is the Trinity and why is it important for Christians?	What is the Trinity and why is it important for Christians?	What is the Trinity and why is it important for Christians?	What is the Trinity and why is it important for Christians?	Christmas stories
French	WEEK 1 – L1 - Identifying and spelling 5 different animals	WEEK 2 – L2 - Identify and spell 5 new animals.	WEEK 3 – L3 - Consolidate identification and spelling of 10 animals.	WEEK 4 – L4 - Focus on the indefinite article / determiner.	WEEK 5 – L5 - introduction to 'to be' – irregular verb.	WEEK 6 – L6 - revision /consolidation.	French Christmas Vocabulary

