

Prime Learning Challenge: Year: 3 and 4	Driver : Science –	Term: Teacher: Jo Pettifer Tabby Dickson, Emily Coxhead text: The lost happy endings.	Product: Enterprise	Driver
--	--------------------	---	---------------------	--------

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Weekly Challenge	Mission Week	Who stole all the endings?		Would you live in a gingerbread house?		Who's afraid of the big bad wolf?	
Maths Focus	Mission week	addition Y3- Can you add 2d numbers using formal/informal methods? Y4- Can you add numbers with up to 4 digits using formal written methods where appropriate?	subtraction Y3- Can you subtract 2d numbers using formal/informal methods? Y4- Can you subtract numbers with up to 4 digits using formal written methods where appropriate?	money Y3- Can you add/subtract amounts of money to give change? Y4- Can you estimate, compare and calculate different measures including money in pounds and pence?	multiplication Y3- Can you multiply 2d by 1d using informal methods? Y4- Can you multiply 2d by 1d using formal methods?	time Y3- Can you tell and write the time from an analogue clock? Y4- Can you read, write and convert between analogue and digital (12 hour)?	fractions Y3- Can you compare and order unit fractions, and fractions with the same denominator? Y4- Can you recognise and show using diagrams families of common equivalent fractions?
Wider curriculum maths challenge	Mission week	Add and subtract prices of new books for the school library/ reading corners		Hansel and Gretel witch's sweet shop		What's the time Mr Wolf?	
Writing Objective	Mission Week	Y3 Can you use a range of conjunctions? Y3 Can you use subordinate clauses? Y4 Can you use a range of fronted adverbials? Y4 Can you use commas after fronted adverbials?		Y3 Can you use a range of conjunctions? Y3 Can you use subordinate clauses? Y4 Can you use a range of fronted adverbials? Y4 Can you use commas after fronted adverbials?		Y3 Can you use a range of conjunctions? Y3 Can you use subordinate clauses? Y4 Can you use a range of fronted adverbials? Y4 Can you use commas after fronted adverbials?	
Reading Objective	Mission week	The lost happy endings Choice Y3 Can you discuss and record words and phrases that writers use to engage and impact on the reader? Y3 GDS: can you discuss and explain the impact of a phrase the writer has used. Y4 Can you discuss and record words and phrases that writers use to engage and impact on the reader?		Hansel and Gretel Context Y3 Can you develop pleasure in reading, and know a wider range of stories, including fairy stories? Y3 GDS: Can you identify and explain what gives you pleasure in reading a wide range of stories? Y4 Develop pleasure in reading, motivation to read,		Little Red Riding Hood Interpretation Y3 Can you discuss books, poems and other works that are read aloud? Y3 GDS: Can you discuss, compare and contrast books, poems and other works? Y4 Can you discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions?	

		Y4 GDS can you discuss and explain way in which a writer has used a specific phrase to engage the reader?	vocabulary and understanding. Y4 GDS: Can you identify and explain what gives you pleasure in reading, motivation to read and how your vocabulary and understanding benefits?	Y4 GDS: Can you lead and control a discussion in which peers read aloud and independently, taking turns and listening to others' opinions?
Supporting story/text	The Lost Happy Endings, Hansel and Gretel, Little Red Riding Hood			
Language Focus		Y3 Can you sequence and communicate ideas? Y4 Can you sequence, develop and communicate ideas?	Y3 Can you vary the amount of detail and choice of vocabulary? Y4 Can you adapt what you say to the needs of an audience?	Y3 Can you retell a story using narrative language? Y4 Can you perform stories from memory, conveying ideas about characters and situations?
French		Classroom commands and Greetings Speaking: Can you give a response using a short phrase? <i>Respond to the morning and afternoon register in French. Respond correctly to you teacher command</i> http://www.bbc.co.uk/schools/primaryfrench/teachers/classroom_instructions.shtml	Classroom commands and Greetings Reading: Can you read and understand a short passage using familiar language? <i>Read the passage with the classroom commands and greetings. What does it ask you to do?</i>	Classroom commands and Greetings Writing: Can you write phrases from memory? Write the classroom commands and greetings we have learnt for our display.
Scripture Stories				
Science Knowledge	Mission Week	Can you research the temperature at which different materials (including water) change state in degrees Celsius? GDS: Can you group and classify a variety of materials according to the impact of temperature on them?	Can you compare and group materials together, according to whether they are solids, liquids or gases? GDS: Can you explain what happens to materials when they are heated or cooled?	Can you identify the part that evaporation and condensation has in the water cycle? GDS Can you associate the rate of evaporation with temperature and explain what happens over time to materials such as puddles on the playground?
		<i>Someone has stolen all the Happy Endings! Solve the clues hidden in the different materials by changing their states. Record the degrees Celsius you needed to change them.</i>	<i>Set up an investigation to melt the evil witches' Gingerbread house. How can you turn it from a solid to a liquid? See if you can evaporate her poison lake too! How can you turn it from a liquid into a gas?</i>	<i>Make your own 'cloud in a jar'. Create a diagram which shows how the water cycle is working in miniature in your jar.</i>
Working Scientifically		Y3 Can you use different ideas and suggest how to find something out? Y3 GDS: Can you record and present what they have found using scientific language,	Y3 Can you measure using different equipment and units of measure? Y3 GDS: Can you use their findings to draw a simple conclusion?	Y3 Can you explain what they have found out and use their measurements to say whether it helps to answer their question? Y3 GDS: Can you suggest how to improve

		<p>drawings, labelled diagrams, bar charts and tables?</p> <p>Y4 Can you set up a simple fair test to make comparisons?</p> <p>Y4 GDS: Can you plan and carry out an investigation by controlling variables fairly and accurately?</p>	<p>Y4 Can you take measurements using different equipment and units of measure and record what they have found in a range of ways?</p> <p>Y4 GDS: Can you use a graph or diagram to answer scientific questions?</p>	<p>your work if they did it again?</p> <p>Y4 Can you find any patterns in your evidence or measurements?</p> <p>Y4 GDS: Can you use test results to make further predictions and set up further comparative tests?</p>
Computing		<p>Y3 Can they review images on a camera and delete unwanted images?</p> <p>Y3 GDS: Can you contribute to a class blog? (school website)</p> <p>Y4 Can they capture images using webcams, screen capture, scanning, visualiser and internet?</p> <p>Y4 GDS: Can you use photo editing software to crop photographs and add effects?</p>	<p>Y3 Can they use photo editing software to crop photos and add effects?</p> <p>Y3 GDS: Can you contribute to a class blog? (school website)</p> <p>Y4 Can they choose images and download into a file?</p> <p>Y4 GDS: Can you use photo editing software to crop photographs and add effects?</p>	<p>Y3 Can they manipulate sound when using simple recording story boarding?</p> <p>Y3 GDS: Can you contribute to a class blog? (school website)</p> <p>Y4 Can they copy graphics from a range of sources and paste into a desktop publishing program?</p> <p>Y4 GDS: Can you use animation in your presentation?</p>
		<p><i>We need to discover who stole all the happy endings. Review the camera roll/ web cam footage and capture the criminal!</i></p>	<p><i>Edit the images you found of the Happy Endings thief - crop them to show the thief. Choose the best images to identify the criminal and save them into a file.</i></p>	<p><i>Create an animoto/ I-movie trailer of your own traditional tale.</i></p>
Foundation Subject - World	Mission Week	<p>Geography •Can you explain why a place is like it is?</p> <p>GDS: Can you explain how people's lives vary due to weather?</p>	<p>Geography: Can you explain why a locality has certain human features?</p> <p>GDS: Can you explain why a locality has certain physical features?</p>	<p>History: Can you research a specific event from the past?</p> <p>GDS: Can you use specific search engines on the Internet to help them find information more rapidly?</p>
		<p><i>Look at the spooky forest environments from around the world. What makes them look like this? Are they manmade or natural? Are they wet or dry environments? Are they hot or cold places?</i></p>	<p><i>Enchanting fairytale cottages you won't believe are REAL! Look at the images of each locality. Why did someone choose to build their home in this locality?</i></p>	<p><i>(Writing task link)</i></p> <p><i>Write an explanation text to explain how traditional tales have developed around the world. Some of the tales have dark origins so use your teacher's suggested search tools.</i></p>

Foundation Subjects - Expressive Arts		<p>Y3 Can you show facial expressions in their drawings? Y3 GDS: Can you look at images of people and understand how they are feeling and what the artist is trying to express in their work? Y4 Can you begin to show facial expressions and body language in their sketches? Y4 GDS: Can you experiment with different styles which artists have used?</p>		<p>Y3 •Can you choose textiles both for their appearance and also qualities? Y3 GDS: Can you understand what an artist/ maker is trying to express in their work? Y4 Can you think what the user would want when choosing textiles? Y4 GDS: Can you experiment with different styles which artists/ makers have used?</p>		<p>Y3 •Can you join textiles of different types in different ways? Y3 GDS: Can you join fabric together to form a quilt using padding? Y4 •Have you thought about how to make their product strong? Y4 GDS: Can you experiment with and combine materials and processes to design and make 3D form?</p>	
		<p><i>Create your own version of Jane Ray's illustrations of Jub. Show her facial expressions at different parts of the story to illustrate your post-write.</i></p>		<p><i>Create a silk painting inspired by our topic which you will make into a story sack next week. How would people want the story sack to look?</i></p>		<p><u>Create your story sack by using bonda-web to join the two sides together. How can you make it strong enough to carry a story?</u></p>	
Outdoor Focus/Tuff Spot		<p>Tree Rubbings, story costumes/ masks</p>		<p>Lego/Construction Story Settings</p>		<p>Role Play</p>	
Additional Experiences e.g. WOW days UNICEF R&R, cooking, catholic social teaching		<p>Science clue solving day.</p>	<p>Catholic social teaching Dignity of a human person</p>	<p>Catholic social teaching Community and Participation</p>		<p>Enterprise Day</p>	<p>WOW Day? Dress up as Jub or favourite traditional tale character (Writing Focus/Role Play day)</p>