

Prime Learning Challenge:  
Year: 3 and 4

Driver : Geography

Term: Autumn 2  
Teacher: Jo Pettifer Tabby Dickson, Emily Coxhead  
Driver text: The boy who was always late

Product: community

	Week 1	Week 2	Week 3 Friendship Week Judaism Week	Week 4	Week 5	Week 6	Week 7
<b>Weekly Challenge</b>	<b>Where did the story of Derby Road begin?</b>			<b>How did past students study the story?</b>		<b>Can you light up Derby Road?</b>	
<b>British Values Links</b>	<ul style="list-style-type: none"> <li>Democracy. The Domesday Book is the earliest English historical document preserved by the government which created it.</li> </ul>		<ul style="list-style-type: none"> <li>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</li> </ul>	<ul style="list-style-type: none"> <li>Individual liberty. The right to a quality education.</li> </ul>		<ul style="list-style-type: none"> <li>The rule of law. How our streets made safe for law-abiding citizens?</li> </ul>	
<b>Maths Focus</b>	<p>multiplication</p> <p>Y3- Can you multiply 2d by 1d using informal methods? Can you estimate the answer to calculations and use the inverse to check?</p> <p>Y4- Can you multiply 2d by 1d using formal methods? Can you use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1?</p>	<p>division</p> <p>Y3- Can you divide 2d by 1d use formal written methods? Can you solve problems, including missing number problems, involving multiplication and division?</p> <p>Y4- Can you divide 3d by 1d using formal written methods? Can you solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit?</p>	<p>shape</p> <p>Y3- Can you draw 2d shapes and make 3d shapes?</p> <p>Y4- Can you compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes?</p>	<p>position and direction</p> <p>Y3- Can you identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle?</p> <p>Y4- Can you describe positions on a 2-D grid as coordinates in the first quadrant?</p>	<p>addition</p> <p>Y3- Can you add 2d numbers using formal/informal methods? Can you solve problems linked to +?</p> <p>Y4- Can you add numbers with up to 4 digits using formal written methods where appropriate? Can you solve addition problems in context?</p>	<p>subtraction</p> <p>Y3- Can you subtract 2d numbers using formal/informal methods? Can you solve problems linked to -?</p> <p>Y4- Can you subtract numbers with up to 4 digits using formal written methods where appropriate? Can you solve - problems in context?</p>	<p>Y3-Can you compare and order unit fractions and fractions with the same denominator?</p> <p>Y4- Can you add and subtract fractions with the same denominator?</p>
<b>Writing Objective</b>	<p>y3- Pre-write - non-chronological report about Long Eaton Mid- improved version of Long Eaton report Post - final draft of Long Eaton report</p> <p>y4- Pre-write - explain how Long Eaton transformed from a village to a town Mid- improved explanation of Long Eaton's</p>		TBC	<p>Pre-write - retell the boy who was always late Mid- improved retell of the boy who was always late Post - final draft of the boy who was always late</p>		<p>Pre-write - draft a different ending to the boy who was always late Mid- improved retell of your own version of the story Post - final draft your own version</p>	

	<p>progression Post - final draft of explaining how Long Eaton became a town</p>			
<p><b>Reading Objective</b></p>	<p><b>Retrieval</b> Y3 Can you retrieve information from a non-fiction text? Y3 GDS: Can you retrieve and record specific information from a non-fiction text?</p> <p><b>Context</b> Y4 - Can you experience and discuss a range of fiction, non-fiction and reference books and know that non-fiction books are structured in different ways, as well as identifying the main ideas? Y4 GDS Do you know a wider range of stories including traditional tales, fairy tales and myths?</p>	<p><b>Organisation</b> Y3 - Do you know that non-fiction books are structured in different ways and are chosen for a purpose? Y3 GDS: Can you give reasons for why books are chosen for a purpose?</p> <p><b>Retrieval</b> Y4 - Can you retrieve and record information from non-fiction texts and be able to use them effectively? Y4 GDS: Can you infer meanings and begin to justify them with evidence from the text?</p>	<p><b>The boy who was always late</b> <b>Interpretation</b> Y3 Can you predict what might happen from details stated and ask questions to improve understanding of the text? Y3 GDS: Can you ask and answer in depth questions to improve your understanding of the text?</p> <p><b>Organisation</b> Y4 Do you understand that narrative books are structured in different ways and begin to understand simple themes in books? Y4 GDS: Can you identify that books have different text type features? (organisational, persuasive)</p>	<p><b>The boy who was always late</b> <b>Interpretation</b> Y3 - Can you draw inferences such as inferring characters' feelings and thoughts? Y3 GDS: Can you draw inferences from characters about their actions and motives?</p> <p>Y4 - Can you ask questions to improve understanding of a text, listen to others' ideas and opinions and express a personal point of view about a text? Y4 GDS: Can you give an opinion about the text and support it with evidence from the text?</p>
<p><b>Supporting story/text</b></p>	<p>Long Eaton Non-chronological report/ Explanations Text. John Patrick Norman McHennesy the boy who was always late?</p>			
<p><b>Language Focus</b></p>	<p>Y3 Can you present ideas and information to an audience? Y4 Can you present to an audience using appropriate intonation, controlling the tone and volume so the meaning is clear?</p>	<p>Y3 Can you take a full part in paired or group discussions? Y4 Can you ask questions to clarify or develop your understanding?</p>	<p>Y3 Can you retell a story using narrative language and add relevant detail? Y4 Can you perform stories from memory, conveying ideas about characters and situations?</p>	<p>Y3 Can you recognise that the meaning can be expressed in different ways, depending on the context? Y4 Do you know that language choices vary in different contexts?</p>

<p><b>French</b> Where you live Y3 and Y4</p>	<p>Listening and responding: Do you understand instructions, messages and dialogues within short passages?</p>	<p>Listening and responding: Can you identify and note the main points and give a personal response on a passage?</p>	<p>Speaking: Can you use short phrases to give a personal response?</p>	<p><i>Speaking: Can you have a short conversation where you are saying 2-3 things?</i></p>	<p><i>Reading and responding: Can you read and understand short texts using familiar language?</i></p>	<p>Writing: Can you write 2-3 short sentences on a familiar topic?</p>	<p>Christmas</p>
<p><b>French tasks</b></p>	<p>Listen to the passage about 'Where Madame Price lives' Can you understand the instructions and messages she is giving?</p>	<p>Listen again to the passage about 'Where Madame Price lives' Can you respond to her questions?</p>	<p><i>Practise your response to questions about where you live using short phrases.</i></p>	<p>Have a short conversation with your partner about where you live</p>	<p><i>Read Madame Price's text about where she lives. Can you understand the main points?</i></p>	<p>Write a postcard to a child in Mitchell's school, telling him about where you live.</p>	
<p><b>Scripture Stories</b></p>	<p><b>Jairus' daughter</b> Mark 5:38-42(Synopsis) (CCCB 1538)</p>			<p><b>"Do not hide your light under a bushel"</b> Matthew 5:14-16 Your light must shine for all people!</p>			
<p><b>Science Knowledge</b></p>	<p>Can you identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?</p> <p>Tuff spot: Can they identify common appliances that run on electricity?</p>	<p>Can they construct a simple series electric circuit and identify whether or not a lamp will light?</p> <p>(based on whether or not the lamp is part of a complete loop with a battery)</p>	<p>Can they recognise that a switch opens and closes a circuit and causes a lamp to light?</p>	<p>Can they recognise some common conductors and insulators and associate metals with being good conductors?</p>			
	<p>Task: Look at the diagram of the circuit for the street lights in Derby Road. Label the basic components. Tuff-spot task: Label the appliances that run on electricity.</p>	<p><i>Create a circuit with 9 lamps to make the Menorah light in the Nottingham Synagogue</i></p>	<p><i>Use your circuit from last week to create a series of lights for a model school. Include a switch so they can be turned off in the day to save electricity.</i></p>	<p>Identify the conductive materials and the insulating materials. Use some to conduct electricity in a circuit to light up Derby Road. Use Insulators to keep the citizens safe.</p>			

<p><b>Working Scientifically</b></p>	<p>Y3: Can you record their observations in different ways? &lt;labelled diagrams, charts etc&gt;</p> <p>Y3 GDS: Can you record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?</p> <p>Y4 Can you explain your findings in different ways (display, presentation, writing)?</p> <p>Y4 GDS: Can you record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?</p>	<p>Y3: Can you make and record a prediction before testing?</p> <p>Y3: GDS Can you use your findings to draw a simple conclusion?</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>Y3 Can they describe what they have found using scientific language?</p> <p>Y3 GDS: Can you explain their findings in different ways (display, presentation, writing)?</p> <p>Y4 Can they suggest improvements and predictions?</p> <p>Y4 GDS: Can you use test results to make further predictions and set up further comparative tests?</p>	<p>Y3 Can you use a range of equipment (including a data-logger) in a simple test?</p> <p>Y3 GDS: Can they suggest how to improve their work if they did it again?</p> <p>Y4: Can they use straightforward scientific evidence to answer questions or to support their findings?</p> <p>Y4 GDS: Can they report findings from investigations through written explanations and conclusions?</p>
<p><b>Computing</b></p>	<p>Y3: Can you experiment with variables to control models?</p> <p>Y3 GDS: Can you make improvements after experimenting with variables to control models? (adapted met skill)</p> <p>Y4: Can you experiment with variables to control models?</p> <p>Y4 GDS: Can you make significant improvements after experimenting with variables to control models? (adapted met skill)</p> <p>Tasks: Experiment with making ROMO follow a planned route around a model of Long Eaton.</p>	<p>y3- Can you explore online communications and write clear and respectful messages?</p> <p>y4- Can you explore what it means to be responsible and respectful to your online and offline community?</p> <p><i>y3- lesson 4- show respect online</i></p> <p><i>y4- lesson 1- rings of responsibility</i></p>	<p>Y3: Can you use 90 degree and 45 degree turns to draw a square, rectangle and other regular shapes on screen, using commands?</p> <p>Y3 GDS: Can you use repeat command in logo to create a pattern?</p> <p>Y4: Can you make turns specifying the degrees to give repeat instructions to draw regular shapes on screen, using commands?</p> <p>Y4 GDS Can you use logo to make sequences and repetitions? (adapted y5)</p> <p><b>Use Logo to design a new school layout.</b></p>	<p>Y3: Can you write more complex programs to give an on-screen robot directional instructions?</p> <p>Y3 GDS: Can you write a variety of complex programs to give an on-screen robot directional instructions? (adapted Met skill)</p> <p>Y4: Can you make accurate predictions about the outcome of a program you have written?</p> <p>Y4 GDS: Can you make accurate predictions about the outcome of a program you have written and adapt accordingly?</p> <p><i>Use Scratch to make a sprite follow clear directional commands around a simulated cityscape.</i></p>

<b>Foundation Subject - World</b> A local history study •a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  PLUS Historical enquiry enhancer	Y3 Geography Can you use map sand atlases appropriately by using contents and indexes? Y3 GDS: Can you explain why a locality has certain physical features?  Y3: Tuff spot: Can you recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?  Y4 Geography Can you describe the main features of a well-known city and those of a village? Y4 GDS: Can you explain how a locality has changed over time with reference to physical features?		Y3 History Can you use various sources of evidence to answer questions and piece together information about a period in history? Y3: GDS Can you begin to use more than one source of information to bring together a conclusion about an historical event?  Y4 Can you communicate knowledge and understanding orally and in writing and offer points of view based upon what you have found out? Y4 GDS: Can you independently, or as part of a group, present an aspect you have researched about a given period of history using multi-media skills when doing so?	Y3: Can you confidently describe physical features in a locality? Y3 GDS: Can you explain why a locality has certain physical features?  Y4: Can you describe the main physical differences between cities and villages? Y4 GDS Can you explain how a locality has changed over time with reference to physical features?
	Task: Look at the maps, atlases and photographs of Long Eaton in the past and through the years. Describe the differences between Long Eaton when it was a small village and now.		<i>On your trip to Trent College/ West Park, complete the fact file/ information sheet to show how life was like for students in the past. Create a presentation to show as part of <b>our community project.</b></i>	Look at the plans and maps showing the street lighting and other municipal features of Long Eaton. Describe the physical features/ differences between cities and villages.
<b>Foundation Subjects - Expressive Arts</b>	DT Stiff and flexible sheet materials Y3: •Can you use the most appropriate materials?  Y4: Can you measure carefully to make sure you have not made mistakes?		Y3: Can you work accurately to make cuts and joins  Y4: Can you measure carefully to make sure you have not made mistakes?	Y3: Can you join materials?  Y4: Can you attempt to make your product strong?
	Science Link: Make a cardboard model road for your street lights		Science Link: Make a cardboard model school for your lighting circuit to fit in.	Science Link: Ensure your cardboard model is safe and secure and can be transported to our community exhibition.
<b>PE</b>	Y3 - Can you improvise freely, translating ideas from a stimulus into movement? Y4 - Can you use dance to communicate an idea?		Y3 - Can you share and create phrases with a partner and in a small group? Y4 - Can you take the lead when working with a partner or a group?	Y3 - Can you repeat, remember and perform these phrases in a dance? Y4 -Can you work on your movements and refine them? Is your dance clear and fluent?
<b>Outdoor Focus/Tuff</b>	Tuff-spot task: Label the appliances that run on electricity.	Judaism artefacts		

Spot				
<b>Additional Experiences</b> e.g. WOW days UNICEF R&R, cooking, catholic social teaching	<i>Time Travel WOW Day. Geography discovery link?</i>	Friendship Week Children in Need Judaism Week	Trips to Trent College/ Trips to West Park  Catholic social teaching Community and Participation	Community product Take your history presentation, science/ DT model to show people at a community event e.g. Care home, other school, supermarket.