

Prime Learning Challenge: Was Robin guilty?

Year: 3/4

Driver : History

Term: Autumn 1

Teacher: JPe, TDi ECo

Product: Corridor display

Driver text: The story of Robin Hood

	Week 1 PAUSE WEEK LIGHT	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Weekly Challenge</b>		Who is Robin Hood?		Who threatened Robin Hood?		Whose side are you on?		
<b>British Value Links</b>		<b>Democracy and the rule of law.</b>  Britain has rules about following the law and being held accountable for your actions. How are these rules decided and how can we be sure we are following those rules? Was robin Hood following the rules?		<b>Democracy and the rule of law.</b>  Britain has rules about following the law and being held accountable for your actions. How are these rules decided and how can we be sure we are following those rules? Was robin Hood following the rules?		<b>Individual liberty</b>  We are free to make choices as individuals. Will you side with Robin Hood, helping the poor, or the greedy Sheriff?		
<b>Maths Focus</b>		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)?	division  Y3- Can you divide 2d by 1d use formal written methods?  Y4- Can you divide 3d by 1d using formal written methods?	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?
<b>Wider curriculum maths challenge</b>		Sharing coins with the poor		How long did the battle last (battle re-enactments)		Data collection of y3/4 opinions		
<b>Writing Objective</b>		<b>Y4 Can you write a historical narrative</b> (with clear sequential structure, paragraphed accurately with a range of cohesive devices to introduce and/or link them together. Narratives with different settings; imaginary, historical etc.)  <b>Y3 Can you write an adventure narrative?</b> (Narrative with sequential structure - Opening - introduction of characters or		<b>Y4 Can you write a historical narrative</b> (with clear sequential structure, paragraphed accurately with a range of cohesive devices to introduce and/or link them together. Narratives with different settings; imaginary, historical etc.)  <b>Y3 Can you write an adventure narrative?</b> (Narrative with sequential structure -		<b>Y4 Can you write a persuasive text? (Should we defend ourselves against the Anglo Saxons?)</b>  ( advert or leaflet which will include a series of points which lead to one point of view, a direct appeal to the reader, use of exaggerated, emotive language, opinions presented as fact, images, alliteration.)  <b>Y3 Can you write a non-chronological report?</b>		

		setting Build-up - some indication of what the problem might be to create suspense Problem - actions and dialogue Resolution - directly linked with the problem Ending - link to the beginning, showing character's feelings or how he/she or the situation has changed.)	Opening - introduction of characters or setting Build-up - some indication of what the problem might be to create suspense Problem - actions and dialogue Resolution - directly linked with the problem Ending - link to the beginning, showing character's feelings or how he/she or the situation has changed.)	( written with an opening general statement or question to hook the reader, related material appropriately organised and paragraphed for clarity with topic sentence to open each paragraph, closing statement with interesting fact or related to reader. May also include organisational devices such as sub-headings and include diagrams etc to add clarity.)					
<b>Reading Objective</b>		Context Y3/4 Can you develop pleasure in reading, motivation to read, vocabulary and understanding?	Interpretation Y3 Can you discuss books, poems and other works which are read aloud?  Y4 Can you discuss books, poems and other works which are read aloud and independently, taking turns and listening to others opinions?	Organisation Y3 Do you know that non-fiction books are structured in different ways? Retrieval- Can you retrieve information from a non-fiction?  Y4 Do you know that non-fiction books are structured in difference books and use them effectively? Retrieval- Can you retrieve and record information from a non-fiction?					
<b>Supporting story/text</b>		Robin Hood (By Rob Lloyd Jones) narrative.			Persuasive/ non chronological report about Anglo Saxons. Court report about Robin's trial?				
<b>Language Focus</b>		Y3 Can you retell a story using narrative language and add relative detail? Y4 Can you present to an audience using appropriate intonation, controlling the tone and volume so that the meaning is clear?	Y3 Can you take a full part in paired and group discussions? Y4 Can you show that you understand the main point and details in a discussion?	Y3 Can you present ideas or information to an audience? Y4 Can you present to an audience using appropriate intonation, controlling the tone and volume so that the meaning is clear?					
<b>International Language Focus</b>		reading- Can you understand a short passage made up of familiar language? (numbers/ colours)	speaking- Can you use a short phrase to give a personal response?	reading and responding- Can you read and understanding a short text using familiar language?	writing- Can you say what you like/ dislike about.....?	Speaking- Can you have a short conversation where they say 2 or 3 things?	reading and responding- Can you use a bilingual dictionary to look up new words?	reading- Can you identify and note the main point of a passage?	writing- Can you write 2-3 sentences on.....?
<b>Scripture Stories</b>		The Our Father Matthew 6:5-13(CCCB 1460) Jesus teaches us how to pray			God chooses Deborah to lead his people Judges 4: 1-16(CCCB 328-331) Female Influence				

<b>Science Knowledge</b>		Can you recognise that living things can be grouped in a variety of ways?	Can you explore and use a classification key to group, identify and name a variety of living things?	Can you compare the classification of common plants and animals to living things found in other places?
		<b>West Park visit to measure trees.</b> Identify living things that we see at the park and begin to group them in a range of different ways. Art/ computer link- take photos of the different groups you have found.	<b>Classify forest living things-</b> use tree naming guide (see JPe book). Classify and group the leaves that we identified at West Park. Present this information using scientific language.	<b>Report on findings</b> What would Robin Hood have seen in Sherwood forest? Find out about other plants and animals that would have been in Sherwood forest to make comparisons with other places eg the beach.
<b>Working Scientifically</b>		<b>West Park visit to measure trees.</b> Y3 Can you measure using different equipment and units of measure? Y4 Can you take measurements using different equipment and say what you've found out?	<b>Classify forest living things</b> Y3 Can you describe what you've found using scientific language? Y4 Can you evaluate what you have found using scientific language, keys and tables?	Y3 can you explain what you have found out and say whether it answers your question? Y4 can you use scientific evidence to answer questions or support findings?
<b>Computing</b>		Y3 Can you review images on a camera and delete unwanted images? Have you experienced downloading images from a camera into files on a computer? Y4 Can you download images from a camera into files on a computer?	Y3 Can you use photo editing software to crop photos and add effects? Y4 Can you capture images using webcams screen capture, scanner, visualizer and internet?	Y3 Can you manipulate sound when using simple recording storyboarding? Y4 Can you copy graphics from a range of sources and paste into a desktop publishing program?
<b>Foundation Subject - World</b>		<b>Anglo Saxons to present (Robin Focus)</b> Y3 Can you begin to picture what life would have been like for early settlers?  Y4 Can you recognise that the lives of wealthy people were very different from those of poorer people? <b>Corridor display product</b>	<b>(Invaders focus)</b> Y3 Do you realise that invaders in the past would have fought fiercely, using hand to hand combat?  Y4 Do you know that people who lived in the past cooked and travelled differently and use different weapons from ours? <b>Corridor display product</b>	Y3 Can you suggest why certain events happened as they did in history? Can you suggest why certain people acted as they did in history?  Y4 Can you suggest how events from the past helped shape our lives? <b>Corridor display product</b>
<b>Foundation Subjects - Expressive Arts</b>		Y3 Can you use the internet to research the style of art or an artist Y4 Can you present a collection of your work on a slide show?	Y3 Can you use the printed images you take from a digital camera and combine them with other media to produce a piece of art work? Y4 Can you combine graphics and text based on your research?	Y3 Can you use IT programmes to produce a piece of art work that includes your own work and that of others? Y4 Can you create a piece of art work that includes digital integration of images you have taken?

Physical Education		<p>Y3- Can you throw and catch with control when under limited pressure?  Y4- Can you throw and catch accurately with one hand? Can you hit a ball accurately and with control?</p>	<p>Y3- Can you keep possession with some success when using equipment that is not used for throwing and catching skills?  Y4- Can you move to find space when you are not in possession in a game? Can you keep possession of a ball?</p>	<p>Y3- Are you aware of space and use it to support team mates and cause problems for the opposition? Do you know and use rules fairly to keep games going?  Y4- Can you vary tactics and adapt skills according to what is happening?</p>				
Outdoor Focus/Tuff Spot		Exploration with leaves found at west park and in school grounds.	Taking pictures of plants and animals for art/ science	Explore weapons (homework) in a battle role play.				
Additional Experiences e.g. WOW days UNICEF R&R, cooking, catholic social teaching	Pause week	WOW Day topic launch: trip to West Park for science/ story telling.	Friday 21 <sup>st</sup> September- archery taster session				Homework battle- role play	INSET day week 8

**Assessed tasks**