

Year Group: 3

Term: Autumn 1

Learning Challenge Title: Am I attractive enough?

Curriculum focus: Geography/History/Science

NC Objectives:

Pupils should be taught to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Wow starter:	Explore with a number of magnets and work out which side attracts and which side repels
--------------	---

LC Questions: 1	What do you know about forces?
-----------------	--------------------------------

2	What is friction?
---	-------------------

3	How far can a car travel across different surfaces
---	--

4	Can you feel the force?
---	-------------------------

5	Which is the strongest magnet?
---	--------------------------------

6	Are you attractive enough?
---	----------------------------

Writing Opportunities:

Writing up investigations, including predictions and conclusions.

Year Group: 3

Term: Autumn 1

Learning Challenge Title: 'Who first lived in Britain?'

Curriculum focus: Geography/History/Science

<p>NC Objectives:</p> <p><u>History</u></p> <p>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age. This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge . Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p><u>Art and design</u></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	
Wow starter:	Children will become archaeologists and dig up some Stone Age artefacts.
LC Questions: 1	What jobs do archaeologists do and why are they so valuable in helping us find out about history?
2	How did the early Britons make shelters?
3	Did the early Britons buy their food from a supermarket?
4	How did the early Britons create Stone Age artwork and what can it tell us about them?
5	How did the early Britons create Stonehenge and why was it built?
6	What changes took place in Britain during the Bronze Age and Iron age?
<p>Writing Opportunities:</p> <p>Writing an information text about different aspects of the Stone Age, instructional writing: how to build a Stone Age shelter.</p>	

Year Group: 3

Term: Autumn 2

Learning Challenge Title: 'Why do so many people go on holiday to the Mediterranean?'

Curriculum focus: Geography/History/Science

<p>NC Objectives:</p> <p><u>Geography</u></p> <ul style="list-style-type: none">- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe.- They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p><u>Art and Design</u></p> <ul style="list-style-type: none">- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
Wow starter:	
LC Questions: 1	Where is the Mediterranean and which countries are in it?
2	What are the advantages and disadvantages of living in a Mediterranean country?
3	Why do Mediterranean countries have a warmer climate than we do?
4	What foods do people in the Mediterranean eat and grow?
5	Who are the famous artists from the Mediterranean and what can we learn from them?
6	Which Mediterranean cities can we associate with different styles of music?
<p>Writing Opportunities:</p> <p>Letter writing from a Mediterranean country, biography of a Mediterranean artist</p>	

Year Group: 3

Term: Autumn 2

Learning Challenge Title: How can Usain Bolt move so quickly?

Curriculum focus: Geography/History/Science

NC Objectives: Pupils should be taught to: <ul style="list-style-type: none">- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat- identify that humans and some other animals have skeletons and muscles for support, protection and movement.	
Wow starter:	Run 100m and compare our times to Usain Bolt's
LC Questions: 1	How long will it take you to run 100m?
2	How does the arm joint work and can you make a similar joint?
3	Can you sketch the position that Usain Bolt is in from 'on your marks to go'?
4	What do animals and humans need to eat to get the right nutrition?
5	How does the food we eat get transported around our body?
6	How can you create a movement that links six different balances, using your body?
Writing Opportunities: Diary entries – a day in the life of an Olympic athlete	