

## Challenge Pack

### Year 3 Learning Challenge

# Into the Woods



How can we improve our green spaces so we can create a better environment for animals and people?



Class texts- whole class reading, extracts, thematic books

- *The Hodgeheg - Dick King-Smith*
- *The Fox and the Star*
- *Various poems*

Cognitive skills / meta-learning – specific teaching examples to use in learning

- *CAF- Initial idea/ prior knowledge*
- *PMI- Evaluate subjects/ experiences*
- *APC- Outcome ideas*
- *Collaboration*
- *Questioning*
- *Absorption and imitation-art*

Killer Questions-

*If the RSPB did not exist, what do you think would have happened?*

*How do you think the changing landscape of Smethwick has affected our green spaces?*

*Why is water important in keeping our spaces green?*

*Why do you think it is important to assess the quality of our green spaces?*

Hooks or memorable experiences

- *Habitat hunt with forest school expert-Mrs Dancer*
- *Stoney Lake Park Visit-senses*
- *Anker Wood*

Public Product –

*A ladybird/lacewing home to help protect our local orchard.*

Year Group	3	Term	Autumn	Challenge pack	Into the Woods	
SUBJECT	Children will learn about/ will know WHAT? (Declarative knowledge)		Children will know HOW To...? (Procedural knowledge)		Prior learning (Schemata)	Vocabulary
History	<p><b>RSPB:</b> When and why was it created? Why is it important today? Royal Society for Protection of birds, 1889. Breeding diminishing populations of species, education, conservation, eco-tourism</p>		<p>H2.2a Question why some significant features of historical societies still exist today.</p>		<p>H1.2a Ask questions about what has happened in my own lifetime</p>	<p>Royal Significant Society Protection charity</p>
Geography	<p>Name areas of the UK with large green spaces. What are their features? National parks e.g. Peak District, Lake District What are the most famous manmade features of the city of Birmingham? Canals, motorways, Bullring, NIA, Victorian buildings eg museum Why is water important to keep our green spaces green? Link to science- water is needed for plants, trees, grass to grow How has Smethwick changed since 1971? Size, shape, roads, parks, built up area What habitats exist, and what creatures live around the school environment? Minibeasts, squirrels, birds and other woodland creatures that live in forest school area. Features of woodland habitat. Knows that maps can identify physical and human features and these change over time. Can talk about the changes. Knows the difference between, and can name, natural and man-made features.</p>		<p>G2.1b Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns G2.4b Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world G2.4c Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, and digital technologies.</p>		<p>G1.1b Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas G1.2b identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles G1.4b Use simple compass directions ( N,S,E,W) and locational and directional language (e.g. near and far; left and right); to describe the location of features and routes on a map G1.4c Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Mountain Rivers Location, Human geography Population Cities Characteristics features Compare Landscape Key/ symbols Ordnance survey Compass N/S/W/E</p>
Art	<p>What art did Andy Goldsworthy, Andre Derain and Monet produce and what style did they use? Andy Goldsworthy: nature art, outdoor art, concentric circles, natural materials Monet – Impressionism, French, Paris, gardens, flowers, natural colours Ander Derain – French, Fauvism, landscapes, strong colours  Know that combinations of secondary colours make tertiary colours: red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet</p>		<p>A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work A3.3a Know which secondary colours mix to make tertiary colours and use this successfully. A3.3c Choose appropriate brushes and tools to apply paint for a desired effect. A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work.</p>		<p>A2.1a Record and explore ideas from first hand observation or from experience and imagination A2.1b Know that artists are important in our society. A2.3a Know which primary colours mix to make secondary colours A2.3c Know which brushes and tools to choose to work at different scales</p>	<p>Contrast Inspiration approaches Mixing Blending Territory Secondary Effect Medium</p>
Design Technology	<p>What is a bug hotel and how is it made? Materials and their properties Tools to fix and join- tape Tools to create holes- hole punch Names of mini-beasts found locally and why they could be endangered- lacewings, ladybirds.</p>		<p>D2.1a Describe how my design ideas fulfil a purpose D2.1b Explain how my ideas meet set design criteria D2.1c Create a design for a product that is appealing, with clear steps to produce it so that it is fit for purpose D2.1d Produce a labelled plan, explaining my process of production D2.4a Evaluate my product against its original design purpose and if it is appealing D2.4b Describe how existing products with a similar design brief have been effective at their purpose D2.4c Evaluate my work both during and at the end of the making process</p>		<p>D1.1a Use my own ideas and experiences to generate a design idea D1.1b Generate ideas for a design based on other's ideas and experiences D1.1c Decide who the product is for and how it might work D1.1d Create a simple plan of how to make my product D1.4a Describe how well my outcome meets my original idea D1.4b Answer questions about my product and how the process of making took place D1.4c Discuss what I like and dislike about how I made my product and what I could improve on</p>	<p>Evaluate Generate Design Purpose Materials Joining</p>
ICT and	<p>Knows about email as a form of communication via technology. Knows how to write and send an email.</p>		<p>C2.1a Understand the opportunities computer networks offer for communication C2.4a Use technology responsibly</p>		<p>C1.1a Recognise common uses of information technology beyond school C1.1b To take photos C1.3a Understand what algorithms are</p>	<p>Email Recipient Sender Address</p>

<p>Computing (include Apps and digital pencil case)</p>			<p>C1.3b Understand how algorithms run as programs on digital devices C1.3c Create and debug simple programs C1.3d Use logical reasoning to predict the behaviour of simple programs C1.4a Use technology safely and respectfully C1.4b Keep personal information private C1.4c Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Carbon Copy</p>
<p>Relationships to core subjects (Maths, English, Science)</p>	<p><u>Science</u> What are the functions of different part of plants? Flowers-attract insects, pollination Roots-anchor plant, absorb water from the soil Leaves-absorb sunlight Stem-takes water to other parts of the plant What do plants need to grow? Water, sunlight, air, nutrients, room. Varies between different plants- some can last through winter e.g. evergreens. What role do flowers have in the life cycle of flowering plants? Flowers attract insects for pollination. Seed forms inside the flower. Seeds can be dispersed by wind, insects, animals when the flower dies away. <u>Maths</u> Knows how to collect data to study the number of habitats in our local green space. <u>English</u> Knows about a variety of story settings. Knows that non chronological reports can provide information.</p>	<p>S2.1j Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. S2.1k Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. S2.1l Investigate the way in which water is transported within plants. S2.1m Explore and understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <u>Maths</u> Interpret and present data using tables <u>English</u> Compose and rehearse sentences orally to build a varied vocabulary and a range of sentence structures. Draft writing Organise paragraphs around a theme In narratives, create settings, characters and plot. Use inverted commas to punctuate direct speech. Use adverbials to express time, place and manner. Use headings and sub-headings appropriately</p>	<p>S1.1f Identify and name a variety of plants S1.1g Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. S1.1h Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. S1.1i Identify and describe the basic structure of a variety of common flowering plants, including trees. S1.1j Observe and describe how seeds and bulbs grow into mature plants. Interpret simple tables Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] The present and past tenses correctly and consistently, including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>Pollination Root Stem Leaves Absorb Flower Disperse Nutrients Attract</p>