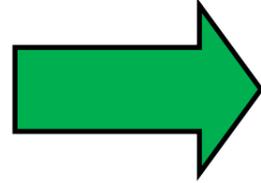
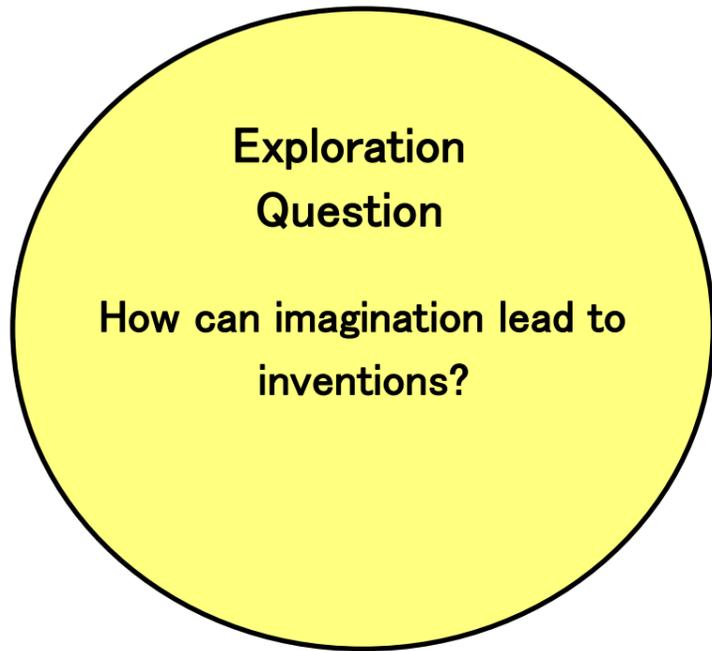
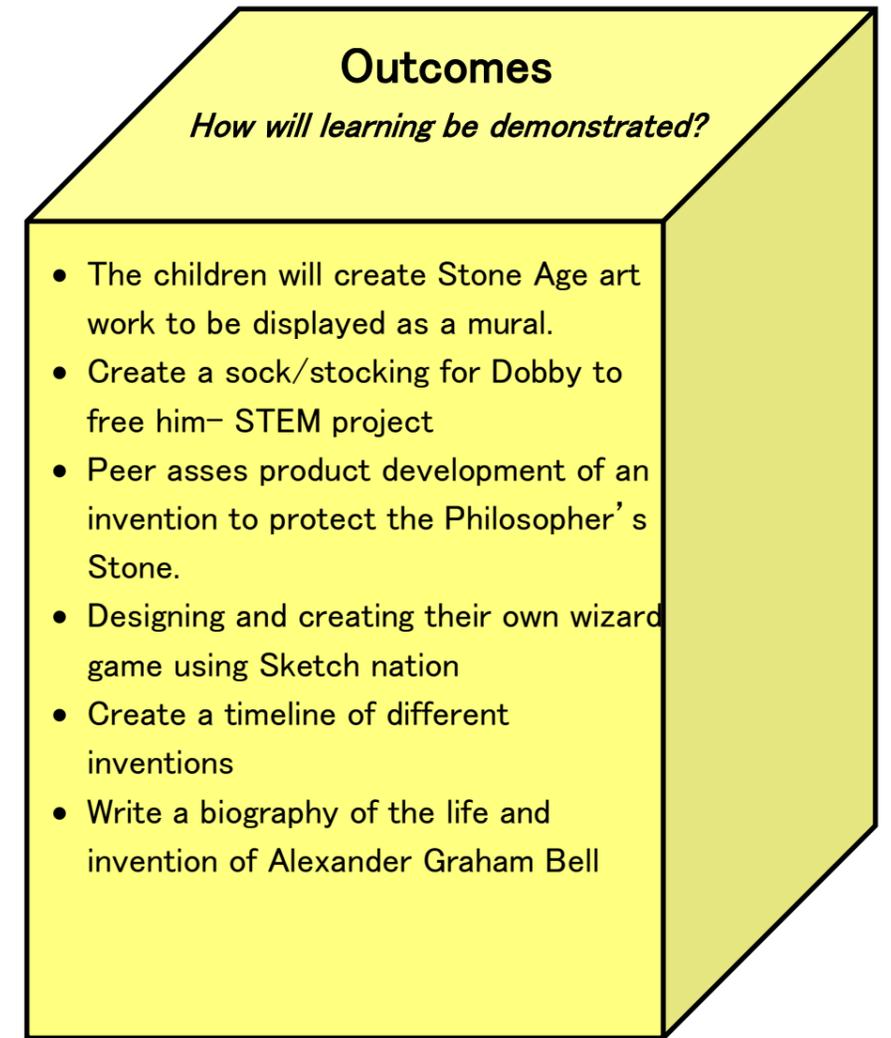
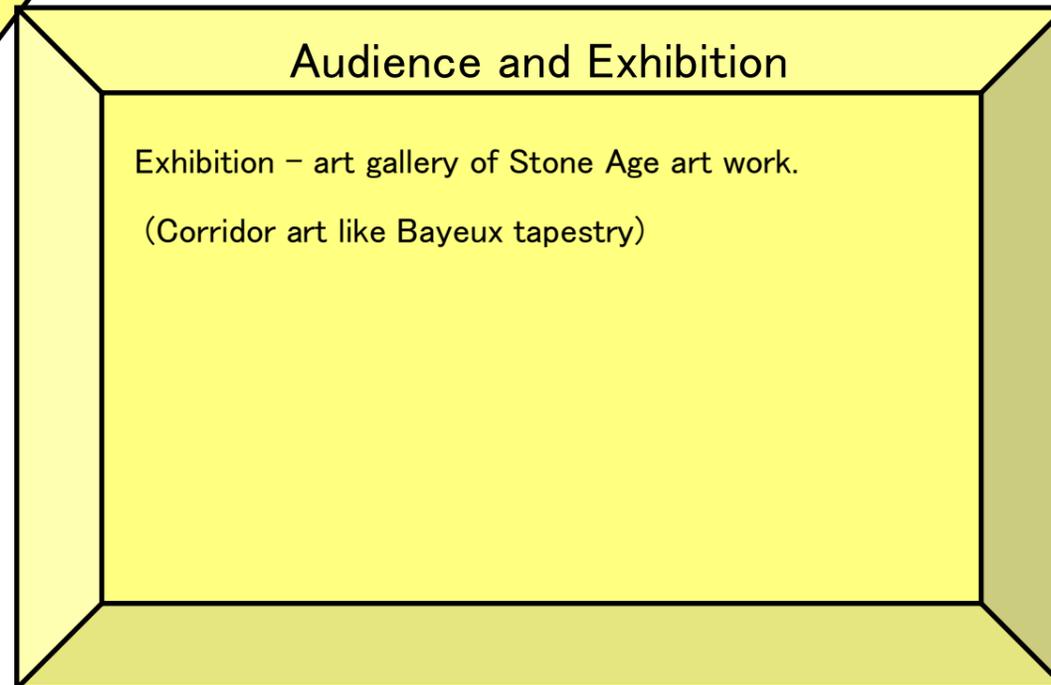
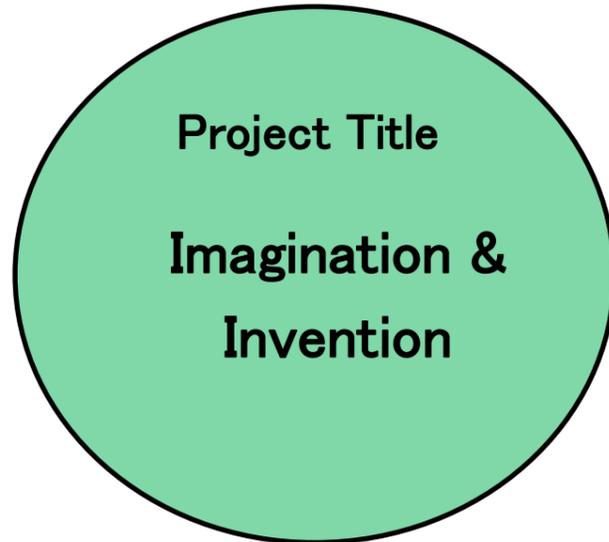
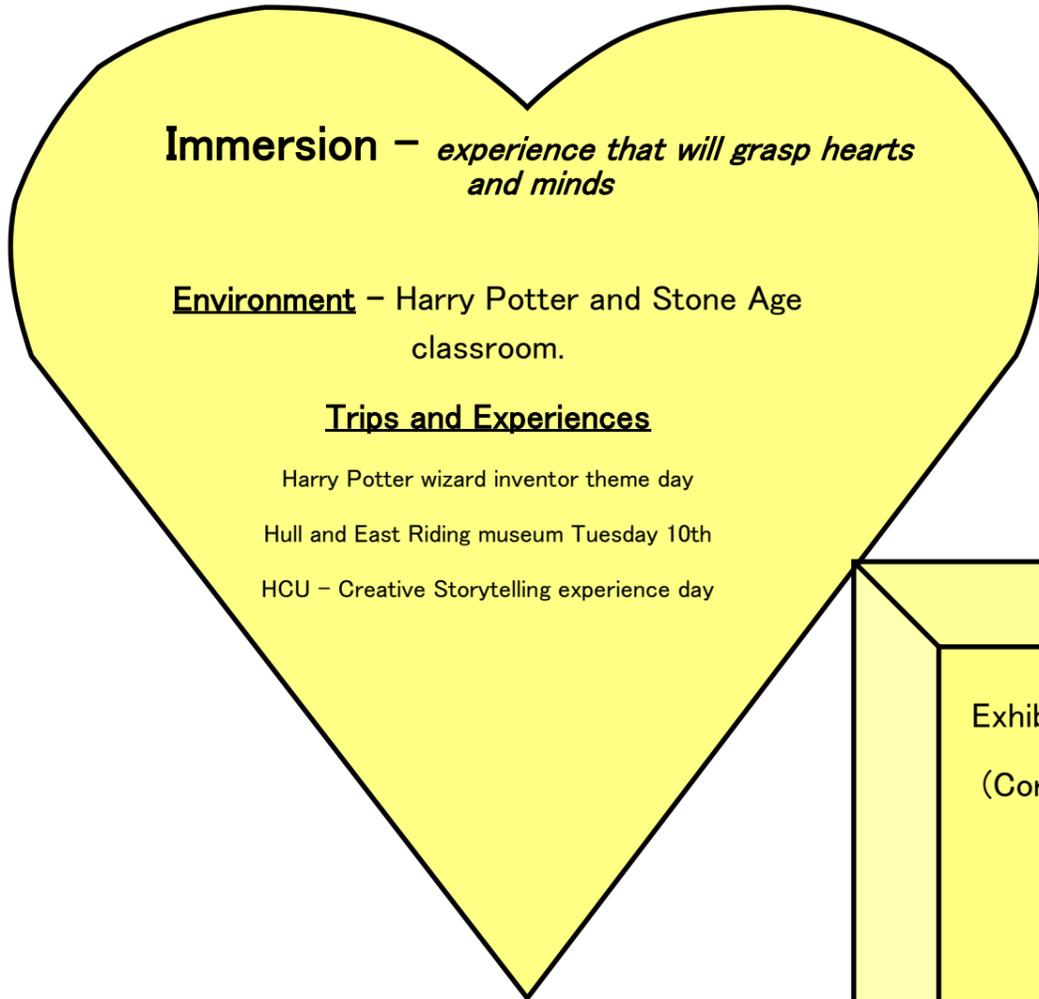


Learning Challenges



What is an inventor? Can you be a wizard inventor?
When did inventions begin?
When was the stone and bronze age? (Trip to Hull and East Riding museum)
Who lived in the stone and bronze age?
What did they invent in the stone and bronze age and how have their inventions helped us?
When did imagination become inventions? Which inventors have impacted our lives?
How did people stay warm in the Stone Age?



Wansbeck Key Drivers

Academic

Key Texts:

Stone Age Boy

Harry Potter and the Philosopher's stone

Non-fiction texts on Bonfire night

Writing Links:

Narrative- wishing tale

Letter writing

Firework poems

Narrative- warning story

Social

blogging our work

Tweeting the author (J.K Rowling) to get a real life audience to our wishing story and letters to the ministry of magic

Design and creating a game- product development

Exhibition of inventions day and creating virtual art for the blog

Emotional

New beginnings- through this unit we will look at how to make a new start and set the best example. We will learn how to resolve issues quickly if they arise. We will look at respect and what this looks like and how we will ensure a positive new beginning will lead to a positive year.

Getting on and falling out-

To look at how the relationship between Lila and her father develops within the story of The firework makers daughter. How can their issues have been resolved to avoid her running off into danger? Compare this to friendships/ relationships of their own.

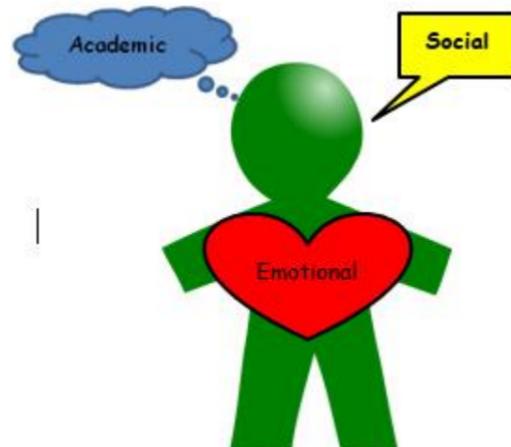
Democracy

School councillor's speeches and nominations. Children will vote for their chosen school **councillor**.

Rule of Law & Mutual Respect

We will look at Dobby and slavery and how people should be treated.

Children will consider ways on how Dobby can be set free and treated fairly by the people that he works with.



Wansbeck Humanities

History	Geography
<p style="text-align: center;"><u>Overview</u></p> <p>As historians, we are going to look at the early inventions from the stone age and the iron age and how they have impacted our lives. In Year 3, we will look at these inventions and ask questions about the past based on the inventions and we will develop this further in Year 4 to look at a wider range of inventions to ask thought-provoking questions about the past. We will make our own suggestions about suitable sources of evidence to find out the answers to our historical questions.</p> <p>As a phase, we will then look at modern day inventions and look at how they have developed over time and we will create a time line of these inventions using appropriate historical vocabulary. We will also use this timeline to describe the beliefs and ideas of the past. In Year 4, we will develop this further to date back to medieval times and describe the diversity of past society using the inventions as way to help us understand this.</p> <p>We will create a study about a famous inventor and describe their ideas, attitudes and experiences, using our literacy and computing skills to communicate about the past.</p>	<p style="text-align: center;"><u>Overview</u></p> <p>Overview: As Geographers we will name and locate the world's countries by looking at the Quiddich world cup and where wizards go for their tournaments. We will identify the position and significance of the Equator, northern and southern hemisphere. We will describe geographical similarities and differences between these areas in terms of their environments. Year 3 will look at our environment first to compare it with other countries. We will all ask and answer geographical questions about the physical and human characteristics of a location and Year 3 will locate these countries using globes and digital/computer mapping to help use describe the features and Year 4 will use the same sources but develop this further to look at atlases and maps so that Year 4 are using a range of resources to identify the key physical and human features of a location.</p> <p>We will all look understand that a humans behaviour affects the environment and will develop this further to describe how we can live in a sustainable world and Year 4 will describe the purpose of renewable energy by investigation climate zones and biomes and the impact they have faced recently.</p> <p>Year 4 will look at electricity and how it was discovered and how this links to renewable energy. We will look at the DISCOVERY of renewable energies. Year 3 will look at how we need to save our planet and the resources on it such as energy, food , minerals and water and Year 3 will create an environmental campaign within our school using peers as our audience to encourage all stakeholders in our school to save our planet and we will hold as assembly on this and speak to our school council.</p>
<p style="text-align: center;"><u>National Curriculum Links</u></p> <p>H5 changes in Britain from the stone age to the iron age. This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae, Bronze age religion, technology and travel, e.g. Stonehenge Iron age hill forts: tribal kingdoms, farming, art and culture.</p>	<p style="text-align: center;"><u>National Curriculum Links</u></p> <p>G11 locate the world's countries, using maps to focus on Europe and North and South America and concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>G13 identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>G16 describe and understand key aspects of Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</p>

Skills

Objective	Emerging Indicators	Expected Indicators	Exceeding Indicators
To investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggest causes and consequences of some of the main events and changes in history.	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.
To build an overview of world history	Identify some of the different ways the past has been represented Describe historical events.	Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To Understand Chronology	Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate.	Use dates and terms to describe events Place events, artefacts and historical figures on a time line using dates.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events
To Communicate Historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Use appropriate historical vocabulary to communicate, including: · dates · time period · era · change · chronology. · Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Historical vocab from expected and: continuity change century decade legacy. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. Use original ways to present information and ideas .

To investigate places	I ask and answer geographical questions I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location.	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
To investigate patterns	I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Identify how wasting resources can affect the future	Describe geographical similarities and differences between geographical areas in terms of their environments Describe how we can live in a sustainable world Understand that a humans behaviour affects the environment Describe the purpose of renewable energies.	Understand some of the reasons for geographical similarities and differences between countries. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent
To communicate geographically	I can use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop seas.	physical geography, including: climate zones and biomes, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements, land use, economic Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).



Art

Overview

As artists we will take inspiration from cave paintings and pre historic art work to create a stone age mural which will be displayed down the corridor.

We will develop our ideas from our starting points and collect information, sketches and resources to spark our interest. Year 4 will explore ideas in a variety of ways and comment on artwork using some visual language as modelled by their teacher. All children will adapt and refine ideas as they progress however Year 4 will need less support with this and begin to notice how they need to refine ideas for themselves whereas this will be heavily modelled in Year 3. We will all shape and stitch material to create our mural using basic back stitch. Year 4 will use cross stitch to add further detail to their murals whereas Year 3 will add further detail by colouring their fabric using fabric paint. Year 4 will go on further to weave fabrics together to create borders and pad fabrics out using quilting or padding to add 3D shape to their mural.

National Curriculum Links

A4 to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas

A5 to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)

A6 about the greatest artists, architects and designers in history.

D&T

Overview

We plan, design and make a decorative sock to give to Dobby. We will investigate a range of textiles and look at the effect. We will look at the range of socks when planning and designing and once completed we will evaluate our socks and make any repairs. We will sew our socks and embroider them to decorate them. In addition to this, we will knit a rectangle onto the top of the sock to add further texture.

Year 3 will be able to select the appropriate textiles for a product and select the most appropriate tools and techniques for a given task. They will be able to choose a textile for its suitability and appearance and be able to use sharp scissors accurately to cut textiles. They will know that the texture and other properties of material can affect choices and they will investigate this further. They will be able to join two pieces of materials together with some skills using previously taught stitches and knowledge from the Art project.

Year 4 will consolidate learning from above but move on further to know that a single fabric shape can be used to make 3D textile products, be able to join two pieces of material together using a backstitch, understand the need for seam allowance and why this is important and recognise this in their own clothes, understand that textiles and other properties of materials affect my choice and be able to mark out, using my own patterns and templates.

This can also link to Science project regarding finding the best material to make a sock.

National Curriculum Links

Textiles: plan, design, make, repair and evaluate decorative and/or practical objects, using a range of textiles and employing common techniques such as sewing, embroidery and knitting.

Design

- (a) use research and develop design criteria to inform the design of innovative, functional,
- (b) appealing products that are fit for purpose, aimed at particular individuals or groups

Make

- (a) select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- (b) select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- (a) Investigate and analyse a range of existing products
- (b) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Skills

	Emerging	Expected	Exceeding
To develop ideas	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
Textiles	<ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. 	<ul style="list-style-type: none"> Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.
To take inspiration from the greats	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.

Skills

	Emerging	Expected	Exceeding
Textiles	<ul style="list-style-type: none"> Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<ul style="list-style-type: none"> Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles. 	<ul style="list-style-type: none"> Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
To design, make, evaluate and improve	<ul style="list-style-type: none"> Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. 	<ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. 	<ul style="list-style-type: none"> Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate.
To take inspiration from design throughout history	<ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. 	<ul style="list-style-type: none"> Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work. 	<ul style="list-style-type: none"> Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.

Science (See separate planning)

Computing (DEC Curriculum)

Overview

As scientists, we will be focusing on how magnets are useful to us in our lives and understand the importance that rocks have in telling us stories of the past. Year 3 we focus on investigating how magnets work and using this to identify magnetic materials, also, identify types of rock and the simple properties they have. Year 4 will take this further by explaining how magnets work and their use in telling directions, also, they will be comparing different ways fossils can be formed and investigating the composition of soils.

Year 3	Year 4
<p>Notice that magnetic 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. Start, to ask questions independently and generate own ideas to explore through scientific enquiry Recognise when to answer a question by using a fair test method and when other methods might be needed In a fair test identify what to keep the same and sometimes what to change and measure Select from a wider range of equipment what to use in an investigation. Use basic equipment correctly, safely and with increasing accuracy</p>	<p>Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Describe how magnetic material can be used to give directions. Ask questions and offer ideas for a range of scientific enquiry With support improve the focus of a question to clarify its scientific purpose Set up a fair test controlling variables (what to keep the same, what to change, measure or observe) Use a wide range of equipment correctly, safely and accurately Deal with most equipment difficulties independently</p>
<p>Force Magnets (bar, ring horseshoe) Attract Repel Strength Magnetic Poles Push Pull Distance Direct contact Properties</p>	<p>Area Magnets (bar, ring horseshoe) South North Compass Direction Prediciton</p>

Year 3	Year 4
<p>Compare and group different kinds of rock on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when thing that have lived are trapped within rock Recognise that soils are made from rocks and organic matter Gather, record, classify and present data in a variety of ways to help answer questions Sometimes create tables and bar charts, using ICT where appropriate Report findings from enquiries, including oral and written presentations of results and conclusion Make general statements about simple patterns Provide explanations for simple patterns in a set of results</p>	<p>Give names and recognise rocks of different types Explain how fossils can be made in different conditions (impression, ice, decay) Investigate the composition of different soil types Select the most appropriate way to present evidence collected. Record findings using drawings, labelled diagrams, bar charts, tables and graphs, using ICT where appropriate Use simple scientific language effectively to communicate ideas Use scientific evidence to answer questions and support findings Identify the differences, similarities, or changes related to simple scientific ideas and processes Relate explanations of patterns in results to scientific knowledge and understanding when explaining reasoning</p>

Overview

[Digital Literacy \(see Literacy planning where linked to Literacy\)](#)
images from the book can be used and added to Book Creator for children to add sound buttons to retell the story.

Use morpho – ask as a character from Harry Potter.

E Communication and Collaboration

Blogging and tweeting throughout the topic
Voice over art exhibition to be added to blog as a QR code to be tweeted and sent home.

Computer Science

Pettson’s Inventions – use strip design to show process of debugging and algorithms.

- – simple reasoning of solving problems
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Sketch nation– (create a Harry Potter game) – create a strip design to plan the game explaining how and what was changed/created.
– design and debug programs with a specific goal.

National Curriculum Links

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Suggest one way how an enquiry might be improved	Suggest how much to trust results, identifying some of the limitations of evidence	
<p>Granite Chalk Limestone Organic Permeable Impermeable Fossils Sedimentary Rocks Slate Marble Matter Property Formation Soil</p>	<p>Impression Decay Igneous Metamorphic Sediment Composition</p>	