

**Year Group:3      Term: Autumn**

**Challenge pack**

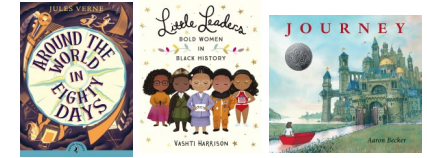
**Around the World in 80 Eats**

**Learning Challenge**



**Class texts**—whole class reading, extracts, thematic books

**Main texts for planning:**



**Additional books from book web:**

Survivors by David Long, Great Adventurers by Alistair Humphreys

Robinson by Peter Sis, Incredible Journeys, Malala's magic pencil

**Cognitive skills / Meta-learning**— specific teaching examples to use in learning



CAF—what might be the similarities and differences between our county and another country?



APC—What style of music should we use to convey our countries? What should our song lyrics be to show what we have learnt about these countries?

**Hooks or memorable experiences**

Foods from around the world taster session—children will sample foods from all different parts of the world relating it to their own cultures.



**Challenge outcome**—what will the outcome look like to demonstrate learning?

Children will share a menu of foods from around the world; providing information about key ingredients and why it is significant to the culture.

**Killer Questions**—those asked to measure understanding of pupils

Where are different countries and continents located in the world?

What are the physical features of an identified country?

What are the human features of an identified country?

How is the identified country similar or different to the United Kingdom?

What is the culture, community and religion like in the place studied?

Year group	3	Term	Autumn	Challenge Pack	Around the World in 80 Beats— Compose an album of songs of the world	
SUBJECT FOCUS (delete as required)	Children will learn about / will know WHAT? ( <i>Declarative knowledge</i> )		Children will know HOW TO...? ( <i>Procedural knowledge</i> )		Prior learning ( <i>Schemata</i> )	Vocabulary
Geography	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Understand geographical similarities and differences through the study of human and physical geography</li> </ul>		<ul style="list-style-type: none"> <li>G2.1 a Locate the world's countries, using maps to focus on Europe (Inc. Russia) and North and South America, concentrating on their countries and major cities and environmental regions.</li> <li>G2.2a / G2.3a Understand geographical similarities and differences between two regions—physical and human</li> <li>G2.4a Use maps, atlases, globes to locate countries and describe features studied</li> </ul>		<ul style="list-style-type: none"> <li>Name of 4 countries of the UK and their locations and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Location of where we live and our school is</li> <li>World maps, identifying continents and oceans, as well as hot and colder places in the world</li> <li>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</li> </ul>	Countries Continents Physical features Human Features Atlas Globe Europe, South America, North America Environmental Region
RE	<ul style="list-style-type: none"> <li>Religious influences in own lives, community and in other people's lives.</li> <li>Origins of religions and the importance of religious teachings.</li> <li>Moral behaviours and values.</li> </ul>				<ul style="list-style-type: none"> <li>Own and others religious experiences and values.</li> <li>Stories from 2 religions - Key figures studied</li> </ul>	Origins Morals Values
Art	<ul style="list-style-type: none"> <li>Cultural art patterns for painting or printing—artists work and famous pieces</li> </ul>		<ul style="list-style-type: none"> <li>A3.1b Know about/draw inspiration from a range of artists or cultures to influence work.</li> <li>A3.3d Explore more complex pattern and techniques to create designs for painting / printing</li> </ul>		<ul style="list-style-type: none"> <li>Primary colours and secondary colours and how to create secondary colours.</li> <li>Repeating patterns and printing—year 1</li> </ul>	Techniques Mono-printing Block printing Collagraphic printing
Design Technology	<ul style="list-style-type: none"> <li>Food, cooking and ingredients—regions of food in the world</li> <li>Food packaging/ box: Score, measure, mark cut out</li> </ul>		<ul style="list-style-type: none"> <li>D2.5f Explain where food come from e.g. region of the world, how they are produced</li> <li>D2.1c Create a design for a product that is appealing, with clear steps to produce it so that it is fit for purpose</li> <li>D2.3b Measure, mark out, cut, score, join and assemble materials</li> </ul>		<ul style="list-style-type: none"> <li>How to use good hygiene when cooking</li> <li>Types of ingredients used in cooking different dishes</li> <li>Cutting and join when making Tudor houses Year 2</li> </ul>	Ingredients Food production Appealing Purpose Score Join Assemble
ICT and Computing (including apps and digital pencil case)	<ul style="list-style-type: none"> <li>Record / edit sounds and music</li> <li>Design and create content – album sleeve and booklet</li> </ul>		<ul style="list-style-type: none"> <li>C2.1c To record and edit sounds/music</li> <li>C2.2c Design and create content</li> </ul>		<ul style="list-style-type: none"> <li>How to record video</li> <li>How to word process and add pictures alongside text</li> </ul>	Edit Publisher
PSHE	<ul style="list-style-type: none"> <li>Relationships – friendship</li> <li>Differences and similarities in people</li> <li>Families and people who care for me.</li> </ul>		<ul style="list-style-type: none"> <li>PSHE A2.3 I can identify the characteristics of what makes a good friend</li> <li>PSHE A2.7 I can recognise the importance of working together</li> <li>PSHE A2.6 I realise that telling the truth is important in building friendships</li> <li>PSHE A2.1 I appreciate that families take many forms</li> <li>PSHE A2.2 I appreciate and respect that other families may look different from my own.</li> <li>PSHE C2.8 I can discuss how money is earned and spent</li> <li>PSHE C2.10 I have aspirations for how I will work in the future.</li> <li>PSHE C2.12 I can recognise that all people are equal.</li> </ul>		<ul style="list-style-type: none"> <li>Daily hygiene (brushing teeth)</li> <li>What makes a healthy diet</li> <li>How to deal with different emotions</li> </ul>	Friendship Truth Respect Finance Aspirations Equality Families