

## Project on a Page

**Term:** Autumn

**Year Group:** 3

**Products- What are you going to do/ write/ create/ build?**



**Essential Question:** Without transport, where would we be?

**Project Summary-** To look at all forms of transport, past present and future. To give career aspirations to children as car designers, pilots, engineers.

**Project Launch-** A trip on the Metro! This will take us to Newcastle Airport, Shields Ferry, Newcastle Central Station, Gateshead Interchange. Children to use iPad to take photographs and use Numbers App to follow tasks.

**Educational Visits/ Outdoor Learning-** A trip around the North East via the Metro (5/9/18). Discovery Museum Transport workshop (21/9/18) Bikeability Level 1 (12/11/18)

**Driving Text -** The Boy Who Hit Play - Chloe Daykin  
Rosie Reviere Engineer - Andrea Beaty  
**Maths Text -** The Journey - Aaron Becker

**Project Specific Vocabulary-** Transport, engineer, build, create, explore, engine, magnets, design, history, wheels, journey, science.

**Reading Spine Texts-** A Bear Called Paddington

**SOLE Sessions-** What would life be like without transport? How has transport changed over time? What is the future of transport?

**Deepening Learning Skills Focus-** Problem Solving, Curious and Creative, Articulate.

**Project Tune- Experts -** Discovery Museum, Engineer, Hayley Cooke, Engineering Industry rep

**Legacy-** To give all the children and parents the skill of riding a bike.

**Classroom Environment-** Transport wallpaper, train tracks on walls, bikes/scooters, traffic lights on desks, windows (clouds, cities, roads, space), road map carpets, trains linked by magnets, car, display poster (car), hot air balloon (material on ceiling), desks changed into different modes of transport, wall stickers, fairy lights.

**Outcome 1 -** To create an interactive book of transport from the past to share with KS1. Curriculum focus - History



**Outcome 2 -** To run a science workshop to parents on the importance of magnets in transport. Curriculum focus - Science



**Outcome 3-** To attend a 'Dragons Den' style event and present their transport for the future. Curriculum focus - D & T



**Exhibition-** A soap box race where children have worked in teams to build their own transport using a variety of junk materials. The race can be held on the school yard..Children will have organised the whole event including advertisement.



**Immersion Inspiration:**



Timeline	Milestones
5/9/18	Project launch - Trip around the North East on the Metro.
21/9/18	Visit to Discovery Museum with transport from the past focus.
26/9/18	Publish Interactive Books
28/9/18	Share books with KS1
9/10/18	Visit from engineer
24/10/18	Science workshop
12/11/18	Bikeability Sessions
23/11/18	Presentations prepared for Dragons Den Event.
28/11/18	Dragons Den Design event
7/12/18	Exhibition - soap box challenge

**Opportunities to celebrate cultures and diversity:**

- Harvest and being thankful
- Cultural differences with transport

**Career/ Entrepreneurial Opportunities:**

- Engineer, designer, scientist, inventor,

Giving children high aspirations.

**How have children's interested been planned for?**

**Discussions with their current teachers and what interests the children have. Also, linking to the local area and their daily life.**

**Physical Education:**

- Gymnastics and Dance

**Coding Project:**

Using sphero devices and drones to link with travelling distance.

## Literacy

Week 1

Tuesday - Write about a journey you have had. Children encourage to talk about different transports.

**(Basic Skills Assessment)**

Thursday - Write a description about mode of transport you encountered on your trip.

**(Basic skills Assessment)**

Friday - **Starting Piece** - Write an information text about a car/bus/metro.

Guided Reading Skill: I Wonder, Visualise, Inference

Guided Reading Text: Transportation Long Ago

Spelling focus: Adding a suffix to a root word

Writing Genre: Information Text

WAGOLL: Variety of different information examples with different layouts.

Reading Objectives: Use a range of strategies to read, ask questions to improve their understanding, retrieve and record information from non-fiction, identify main ideas from more than one paragraph, understand texts are structured in different ways, use dictionaries to check meaning, identify the main purpose of a text.

Writing Objectives: Capital letters, full stops, question marks, exclamation marks. Use paragraphs or sections to group related material. Use some organisational devices. Use the determiners a /an correctly. Plan writing, elaborate on basic information and events, compose and rehearse sentences orally, read aloud what they have written. Conjunctions, Third Person and Past Tense.

## Art

Use different pencils for different purpose and effects.

Children to draw a mode of transport from the past (Multiple Drafting)

**Forest School Delivered by Mrs Jones** - Rocks

## Maths

Hi 5 Focus: Fluency - Addition/subtraction facts.

Maths No Problem Chapter: Numbers to 1000 (4/9/18 - 21/9/18)

Identify, represent and estimate numbers using different representations, find 10 or 100 more or less than any given number. Recognise the place value of each digit in a three digit number. Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100.

Maths No Problem Chapter: Addition And Subtraction 24/9/18

Project Maths - Collecting Data (Transport survey)

## **Weeks 1, 2, 3 and 4**

**4/9/18 - 7/9/18 10/9/18 - 14/9/18 17/9/18 - 21/9/18  
24/9/18 - 28/9/18**

**Question-** How can transport help us learn about the past?

**Outcome-** To create an interactive book of transport from the past to share with KS1

## **SOLE**

How do I get to where I am going?  
Was the wheel the best invention ever?

## **Computing**

I can use the safety features of a website. I can learn how to protect myself online. I can use links to websites to find information. I can use technology to show my learning. I can share my work online.

**PE**  
Gymnastics

## **History**

Children pose own questions to gain an understanding of the topic.

Language specific to topic

Order a sequence of events over a larger timescale. Distinguish between facts and opinions.

Question why something happened and how it impacted on people.

1 - Explore the transport systems used in the Stone Age - compare to modern day. 2- Roman transport 3 - Ancient Greece 4. Britain

## **Geography**

Use globes, maps and atlases to apply knowledge. Know different types of settlement.

## **Project Launch**

**5/9/18**

Children to work in small groups with 1 iPad per group. We will travel on the Metro to North Shields Ferry, then, back on the Metro to Gateshead Interchange then on to Central Station, checking in at the Airport and then returning to school. Children will have a task to complete at each stop on their iPad.

## Literacy

Guided Reading Skill: Background knowledge, VIP words

Guided Reading Text: Rosie Revier, the engineer

Spelling focus: words with a prefix added

Writing Genre: Poetry - Haiku

WAGOLL: Variety of examples

Reading Objectives- Use a range of strategies to read, ask questions to improve their understanding, retrieve and record information from non-fiction, identify main ideas from more than one paragraph, understand texts are structured in different ways, use dictionaries to check meaning, identify the main purpose of a text, recognise some different forms of poetry.

Writing Objectives- Capital letters, full stops, question marks, exclamation marks. Attempt at using words for effect, compose and rehearse sentences orally, read aloud what they have written, handwriting, use correct determiners, use words with suffix and prefix.

**22/10/18 - Basic skills focus all week.**

## Computing

I can use the safety features of a website.  
I can learn how to protect myself online. I can use links to websites to find information. I can use technology to show my learning. I can share my work online.

## Maths

Hi 5 Focus: Fluency - Times Table Focus.

Maths No Problem Chapter: Addition And Subtraction

Add and subtract numbers mentally including 3 digit number and ones, 3 digit number and tens and 3 digit number and hundreds.

Add and subtract numbers up to 3 digits using formal written methods of column addition and subtraction. Estimate the answer to a calculation and the inverse operations to check answers.

Solve problems including missing numbers using number facts and place value.

Project Maths - How far do they travel?

## **Weeks 5, 6, 7 and 8**

**1/10/18-5/10/18 8/10/18 - 12/10/18. 15/10/18 - 19/10/18  
22/10/18 - 26/10/18**

**Question-** What has science got to do with transport?

**Outcome-** To run a science workshop to parents on the importance of magnets in transport.

## French

Basic Greetings, numbers and transport, Days of the week.

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Delivered by  
Mrs Jones -  
Rocks

PE  
Gymnastics

## SOLE

What if magnets didn't exist?

## Science

Ask relevant questions, record findings, present data, identify differences, use scientific evidence to answer questions

**Magnets -** Compare how things move on different surfaces. Observe how magnets repel and attract each other and materials. Identify magnetic materials.

Children to explore how magnets work. This will lead them to look at how they work in transport (engines).

Children will use scientific enquiry to record, analyse and present data to parents.

## Geography

Use globes, maps and atlases to apply knowledge.

## Literacy

Guided Reading Skill: I wonder, Inference, Breakdown and Repair

Guided Reading Text: The Boy who hit Play

Spelling focus: The Anti prefix

Writing Genre: Story

WAGOLL: Extract from the Boy who hit Play.

Reading Objectives- Use a range of strategies to read, ask questions to improve their understanding, r, identify main ideas from more than one paragraph, understand texts are structured in different ways, use dictionaries to check meaning, identify the main purpose of a text. Apply growing knowledge of root words, check that the text makes sense, retell, express a personal response, predict what might happen, infer character feelings.

Writing Objectives- Capital letters, full stops, question marks, exclamation marks. Use paragraphs or sections to group related material. Use some organisational devices. Use the determiners a /an correctly. Plan writing, elaborate on basic information and events, compose and rehearse sentences orally, read aloud what they have written. Use inverted commas to indicate speech, use a variety of adverbs, use a range of sentence types, signal opening and closing, direct speech.

## Computing - Coding Project

I can put programming commands into a sequence to achieve a specific outcome. I can use repeat commands. I can describe the algorithm I will need. I can detect problems in an algorithm.

## Maths

Hi 5 Focus: Fluency- Times Tables

Maths No Problem Chapter: Multiplication and Division

Count in multiples of 4, 8 50 and 100. Recall and use multiplication and division facts for the 3,4 and 8 times tables.

Write and calculate mathematical statements using 2 digit numbers (mental and formal). Solve problems including missing numbers.

Project Maths - Maths Story - The Journey

## **Weeks 9, 10, 11 And 12**

**5/11/18 - 9/11/18 12/11/18 - 16/11/18 19/11/18 - 23/11/18**

**26/11/18 - 30/11/18**

**Question-** How will I travel in the future?

**Outcome-** To attend a 'Dragons Den' style event and present their transport for the future.

## Art

Use different pencils for different purpose and effects. Combine Materials and give reasons for choices.

## SOLE

How long will it take me to get to Australia now and in the future?

## Geography

Use globes, maps and atlases to apply knowledge.

## Music

Use GarageBand to create music to support presentations.

## D & T

Use research to develop the design of functional and appealing products.

Record plan by drawing labelled sketches or writing and discuss this while working.

Think ahead about the order of their work and plan tools and materials needed.

Accurately measure out and cut. Identify strengths and areas to improve their own design. Identify what does and does not work. Use critique skills to evaluate their product.

Children to plan and design their own transport of the future. They will also make a small model of their design, This will be presented at the Dragons Den style event.

## French

Basic Greetings, numbers and transport, Days of the week.

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PE  
Dance

## Literacy

Guided Reading Skill: VIP words, Background Knowledge

Guided Reading Text: Wallace and Gromit Inventions

Spelling focus: The auto prefix

Writing Genre: Instructions

Reading Objectives- Use a range of strategies to read, ask questions to improve their understanding, retrieve and record information from non-fiction, identify main ideas from more than one paragraph, understand texts are structured in different ways, use dictionaries to check meaning, identify the main purpose of a text. Apply growing knowledge of root words, check that the text makes sense.

Writing Objectives- Capital letters, full stops, question marks, exclamation marks. Use paragraphs or sections to group related material. Use some organisational devices. Use the determiners a /an correctly. Plan writing, elaborate on basic information and events, compose and rehearse sentences orally, read aloud what they have written.

**12/12/18 - Basic skills with a Christmas theme!**

## Computing

I can use the safety features of a website.  
I can learn how to protect myself online. I  
can use links to websites to find  
information. I can use technology to show  
my learning. I can share my work online.

## Maths

Hi 5 Focus: Fluency- Times Tables

Maths No Problem Chapter: Multiplication and Division

Count in multiples of 4, 8 50 and 100. Recall and use multiplication and division facts for the 3,4 and 8 times tables.

Write and calculate mathematical statements using 2 digit numbers (mental and formal). Solve problems including missing numbers.

Project Maths - Planning our exhibition

## **Weeks 13, 14 and 15**

**3/12/18 - 7/12/18 10/12/18 - 12/12/18 12/12/18 - 21/12/18**

**Question-** Without transport, where would we be?

**Exhibition:** A soap box race where children have worked in teams to build their own transport using a variety of junk materials. The race can be held on the school yard..Children will have organised the whole event including advertisement.

## EXHIBITION PREP

Children to organise and promote their exhibition by designing posters, leaflets and tickets to sell.

They will also need to make flags.

Maths - Tickets and Money

Art /D&T - Designing a poster

Computing - Creating digital content

## SOLE

What is the fastest transport on earth?

## D & T

Use research to develop the design of functional and appealing products.

Record plan by drawing labelled sketches or writing and discuss this while working.

Think ahead about the order of their work and plan tools and materials needed.

Accurately measure out and cut.

Identify strengths and areas to improve their own design. Identify what does and does not work. Use critique skills to evaluate their product.

Children to plan and design their soap box transport. They will work in teams and race them at our exhibition.

Forest School  
Delivered by  
Mrs Jones

PE  
Dance

## French

Basic Greetings, numbers and transport, Days of the week.