



## Spring 1 Term 1

### Whole School topic 'Famous for five minutes'- Year 3 Polar Explorers

History	Geography	Art	Design and Technology
We will be looking at a range of different polar explorers from the past and present.	In Geography we will be looking at the poles and where they are located on a map. We will be looking at specific journeys taken by explorers.	In art we will be looking at portraits of explorers and with our painting mix colours and tones to create their portrait.  We will extend this to look at how Claude Monet uses colour and tone in his paintings and try to use his techniques.	Children will plan and make a set of Inuit mittens after researching what they need to wear in order to survive. The children will measure, cut and sew in different styles to construct a pair of mittens.

### Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
As part of our study of looking at Polar Explorers we will look skills required to become an explorer and what that entails.	Exploring the world. Considering areas of interest they would like to explore	Dreams and goals

### Core links through the curriculum.

#### Basic Skills

#### Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p><b>Key texts</b> Polar Bear Son: An Inuit Tale- Lydia Dabovich Race to the Frozen North: The Matthew Henson story by Catherine Johnson Pug of the Frozen North by Philip Reeve and Sarah McIntyre</p> <p><b>Writing opportunities</b> Children will create biographies about explorers they have learnt about. Children to create leaflets advertising for people to move to the poles and become Inuits.</p> <p><b>Reading opportunities</b> Selection of Non-Fiction books about Polar Explorers and expeditions in the classroom.</p>	As part of our study of Polar explorer's children will learn about temperature and read a thermometer. They will measure the circumference of a block as it melts in the classroom.	Children will search the internet search engines to find out about Explorers. Children will do extra research at home for homework.	<p>Temperature: what is freezing point of water and what does melting ice measure over a day in the classroom. Take measurements and recordings.</p> <p>Forces and magnet topic: discuss Magnetic north (link to Matthew Henson's story)</p>

Trapped by the Ice: Shackleton's amazing Antarctic Adventure- Michael McCundy			
Shipwreck at the bottom of the World- Jennifer Armstrong			

Objectives	Activities
<b>Geography:</b>	
<p><b>Knowledge: The world and continent</b>            I can locate countries in Europe and North and South America on a map or atlas.            I can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</p> <p><b>Understanding: Physical themes</b>            I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</p> <p><b>Understanding: Human Themes</b>            I can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.            I can recognise features and some activities that occur in different settlements using a range of key vocabulary.</p> <p><b>Understanding places and connections</b>            I can recognise that some regions are different from others.            I can recognise that there are physical and human differences within countries and continents.            I can describe how some physical processes can cause hazards to people.            I can recognise that there are advantages and disadvantages of living in certain environments.</p>	<p>We will be looking at the poles and where they are located on a globe and world map. We will be looking at specific journeys taken by explorers.            We will look at continents and the polar regions. We will learn about climate zones and pack a suitcase for a polar expedition. We will research time zones and learn about climate and temperature. We will build on our knowledge of the polar regions used during our year 3 Earth Matters topic to learn about the impact of a 2 degree rise in global temperature on the Poles.</p> <p>We will consider the animals that live in those areas and how they survive.</p>
<b>ICT:</b>	
<p>I know how to safely search the internet.            I can amend a document and save changes.            I can amend text using select/delete and copy and paste.</p> <p><b>Programming &amp; Problem Solving</b>            I can write programs to accomplish specific goals            I can use sequence in programs            I can use logical reasoning to design and write programs that accomplish specific goals.            Create and debug algorithms to draw regular polygons using the repeat command/ block (Turtle Logo and Scratch)            Draw shapes with spaces between using penup and pendown (Turtle Logo)            Change and alter the pen settings (Scratch)            Draw regular polygons using Logo to calculate the angle (Turtle Logo)            Create and debug algorithms to draw patterns by repeating regular polygons (Scratch)</p>	<p>Children will search the internet search engines to find out about Explorers. Children will do extra research at home for homework and we will discuss internet safety with them to enable safe internet access.</p> <p>Children will investigate Scratch programme and be able to. Programme basic instructions. They will create an exploration scene where the characters move across the scene.</p>
<b>D&amp;T</b>	
<p><b>Design</b>            I can consider the design criteria and create a design brief for a product.            I can make a step-by-step plan to build a product.</p> <p><b>Make: Textiles</b>            I can join fabrics using a wider range of stitches. e.g., Back stitch, chain stitch</p> <p><b>Evaluate</b>            I can identify the strengths and weaknesses of ideas.            I can evaluate existing products to see what works better than others.            I can name some well-known designers and inventors</p>	<p>Children will explore, research, design and create a set of Inuit mittens, using our scientific skills to considering suitable materials for the climate. They will create a prototype and a paper patter that they know will fit their hand. Children will practice various stitches and the choose the most appropriate to sew the fabrics</p>

	together to make and decorate mittens (in a range of stitches depending on ability). Children to then evaluate their finished products.
<b>History</b>	
<p><b>Historical Knowledge: Constructing the past</b> I can identify details from several themes, societies, events and significant people covered in local, national and global history.</p> <p><b>Historical Knowledge: sequencing the past</b> I can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms.</p> <p><b>Historical Concept: Change and development</b> I can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics.</p> <p><b>Historical Concepts: Cause and Effect</b> I can describe some relevant causes for, and effects on, some of the key events and developments covered.</p> <p><b>Historical Concepts: Significance and Interpretations</b> I can select what is most significant in a historical account. I can provide a reason why two accounts of the same event might differ.</p> <p><b>Historical Enquiry: Planning and carrying out a historical enquiry</b> I can ask valid questions for enquiries and answer using a number of sources.</p> <p><b>Historical Enquiry: Using sources as evidence</b> I can understand how sources can be used to answer a range of historical questions.</p>	<p>Children will locate the poles and identify the environmental factors of them and the similarities and differences between these environments.</p> <p>Children will study different Polar Explorers and their achievements and understand why these events were significant. They will use contemporary sources to study events. They will produce timelines for particular explorers that they have studied.</p> <p>Explorers: Matthew Henson Earnest Shackleton Robert Falcon-Scott Felicity Aston</p>
<b>Art</b>	
<p><b>Developing/ Applying Ideas</b> I can use sketch books to record ideas and practice techniques.</p> <p><b>Drawing</b> I can show facial expression in a drawing</p> <p><b>Painting</b> I can select the brush size and type depending on the task. I can mix and match colours for purpose: skin tones, backgrounds. I can explore tone- lighter and darker</p> <p><b>Independent Artist</b> I can prepare and clear away my working area.</p> <p><b>Art in Context/History</b> I can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers studied. I can describe how my own work is similar and/or different to the work of well-known artists and designers that I have studied</p>	<p>In art we will be looking at portraits of explorers and with our painting mix colours and tones to create their portrait.</p> <p>We will extend this to look at how Claude Monet uses colour and tone in his paintings and try to use his techniques.</p>
<b>Science</b>	
<p><b>Working scientifically</b> I can ask relevant questions when prompted I can set up simple and practical enquiries, comparative and fair tests I can set up comparative tests I can make systematic observations, using simple equipment I can use standard units when taking measurements I can record findings in various ways I can, with prompting, suggest how findings may be tabulated I can, with prompting, use various ways of recording, grouping and displaying evidence I can with prompting, suggest conclusions from enquiries I can suggest how findings could be reported I can gather and record data about similarities, differences and changes I can with prompting, suggest conclusions that can be drawn from data I can suggest possible improvements or further questions to investigate</p>	<p>Forces</p> <p>Study and investigate magnets. Link to compass and magnetic north within the investigations</p>

**Physics**

I can compare how things move on different surfaces

I can notice that some forces need contact between two objects, but magnetic forces can act at a distance

I can observe how magnets attract or repel each other and attract some materials and not others

I can 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

I can describe magnets as having two poles

I can predict whether two magnets will attract or repel each other, depending on which poles are facing