

Explorers Topic

Much of our learning throughout the Summer term is linked to our topic ‘Explorers’.

Geography

The children will use maps throughout the term when identifying the routes of different explorers and use knowledge of the globe to understand the challenges that any particular environment would have presented that explorer.

Within this, we will explore our own environment in more detail. We will learn to look at maps in more detail, including how to use a key and how they can show different land use. We will draw our own maps of our local area using the knowledge we have learnt. We will also compare these maps with different areas to look at how the land use differs. We will put in to practice our map reading skills orienteering around the school!

Science

Every explorer needs a compass. Nightingales, will understand the important role the compass played in navigation. From here we will have a go at creating our own working compass. We will research how compasses work with a focus on magnetic forces. From this we will understand that magnetism is a force can act without contact, which is why it is useful when travelling.

Outcome: Retell the story of The Lighthouse

Visual literacy skills are the foundation of learning and help develop the ability to comprehend. Nightingales will enhance their visual literacy skills through the use of the short silent film clip ‘The Lighthouse’.

Writing

Nightingales will use inference to help develop our understanding of the story of The Lighthouse. From this we will then retell the story using our senses and a literary frame called DADWAVERS to construct paragraphs to describe each scene. This will allow us to show our developing grammatical understanding.

Outcome: Tell a story through Shadows

It’s summer so what better time than for Nightingales to learn about the sun and shadows. As explorers our travels may take off to hotter climates therefore we need to think about the shade and shadows.

Science

We will recap why we need light to see and how light reflects off of different surfaces. Our new learning will explore how shadows are formed when an opaque object blocks the path of light, which travels in straight lines. We will investigate how the shape of an object can change its shadow and find patterns in how to make shadows appear larger and smaller. As part of this learning we will investigate how the sun casts shadows, how this can change throughout the day and why.

Nightingales will use a light source to cast an object's shadow onto a piece of paper and draw around the outline. We will use out previously designed puppets to tell a story using their shadow.



Year 3 – Summer Term

This term, Nightingales are going to become Explorers! As well as learning all about some of the world’s most famous explorers we will also start to develop the multitude of skills needed to be a successful explorer. This topic spans both Summer 1 and Summer 2 to allow Nightingales to fully immerse ourselves in the worlds of different Explorers.



Outcome: Sending a messages

Communication is vital for an explorer. Therefore, Nightingales will look briefly at the evolution of communication, from writing letter, Morse code and radio transmissions, through to email and other forms of digital communication.

Computing

Nightingales will look at how email and messaging have become to ubiquitous. As part of this we will look at how to send emails and instant messages and why it is important that we use them as a way for good. This will be linked to e-safety as well as cyber-bullying.

Outcome: Shackleton’s Diary

As part of our topic, we are going to look at the explorer Sir Ernest Shackleton. There has been a recent burst of children’s literature on the great explorer. Using some of these books we will find out about his Antarctic expedition.

History

Nightingales will examine what it would have been like to have been an explorer in the Victorian and Edwardian era, and the race to discover uncharted regions of the world.

Geography

As part of our research, we will plot the route Shackleton and his men took. In addition, we will look at the environment of Antarctica and why his mission was so dangerous.

Writing

Once we have gathered all the necessary information, we will then imagine (through drama) what it would have been like onboard the Endurance. Alongside this, we will look at diary entries so that we can understand the key features of a diary. This will allow us to accurately create our own diary entries as if we were one of Shackleton’s crew.

Computing

To give our diary entries authenticity we will then read them out while in front of a green screen. This will allow us to use a background and give the impression we were actually there.

Outcome: Tell a story through drawing and making

In Art this term, we will introduce the children to the idea that we can use literature and film to inspire our making, and that through making we can retell / re-invent stories.

Art

We will begin by exploring different illustrators to be inspired their work- including Inbal Leitner and Quentin Blake. We will use Quentin Blake’s techniques to try exercises to explore how illustrators might use exaggeration as a tool to help convey the intention of their drawing.

We will then use Roald Dahl’s ‘Billy and the Minpins’ as inspiration to make sculptures. We will use clay to make our own flying Minpin birds.



Outcome: A guide to growing plants


Nightingales will take on the role as early pioneers searching new habitats. In order to survive they must understand what it takes to grow healthy crops.

Science

We will plan investigations that will help us understand what conditions we need to grow a healthy plant. As part of this we will explore the functions of the different parts of a plant; the different stages in the lifecycle of a plant; the role insects play in producing new plants and the conditions plants need to thrive and produce fruit. In addition, we will recap the part fruit and vegetables play in a healthy diet.

Writing

As part of our investigation, Nightingales will keep a record of their plant’s growth, noting down the conditions so that they will be able to create a guide advising others how to successfully grow crops. This will include presenting data in tables and graphs.

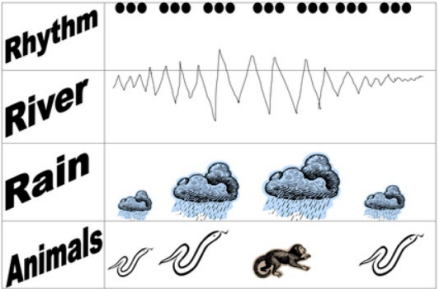


Outcome: Creating a soundscape using graphic score symbols

Nightingales will use our listening skills to be able to pick out sounds from different soundscapes. From this as a class we will then compose a soundscape as if we were stranded on a beach.

Music

Nightingales will improvise and compose a piece of music based on the sounds you would expect to find on a desert island. We will record our soundscape using staves and other musical notation and perform it to the class.



PSHCE



This term Nightingales will cover their ‘Relationships’ and ‘Changing Me’ topics. In the first half term we will cover relationships, within families and friendships, and look at the skills needed to maintain good relationships like turn taking and good listening. After half term, we will move on to the ‘Changing Me’ topic. Within this, we will learn about changes in animals and humans between conception and growing up, and that usually it is the female who has the baby. Nightingales will be introduced to how babies grow and how boys’ and girls’ bodies change as they grow older. Within this, they will be introduced to puberty and menstruation. *All lessons are taught using correct terminology, child-friendly language and diagrams.*

Outcome: Mini Expedition!

As part of this topic we will have our own adventure- the year 3 sleepover!

The adventure will start with a fantastic day led by Surrey Outdoor Learning. Within this, Nightingales will challenge themselves on a climbing wall and take part in woodland skills and team-building activities. Many of the skills we will have a go at would be essential for an explorer!

As part of orienteering exercises in the evening we will be using our map reading skills and a compass and we will also use our D.T. skills in creating a dreamcatcher.

<p>Maths</p> <p>Maths will be taught daily with a large focus on deepening a clear understanding of the number system. We will ensure that the key learning for year 3 is recapped or covered this term so Nightingales move up to year 4 with a secure knowledge. We will start with reviewing our knowledge on addition and subtraction to ensure we are confident with the formal column method before moving on to cover fractions, money, time and shape.</p>	<p>P.E.</p> <p>In athletics Nightingales will learn different types of running techniques for short distance and long-distance races. This will really help Nightingales to develop their perseverance and mental toughness. They will also learn mini hurdles, throwing techniques and long jump skills. Nightingales will then focus on their co-ordination and agility through tennis, learning forehand and backhand techniques and bounce hit skills. Finally, they will practise teamwork in rounders, alongside developing striking and hitting skills. They will also put their sense of direction to the test in orienteering!</p>	<p>Computing</p> <p>In computing, Nightingales will be introduced to Desktop Publishing. They will learn how to use place holders and content to create interest. The children will use their knowledge to design their own magazine cover. After half term, they will be returning to programming and exploring ‘events and actions’ within a program. To develop their skills, they will be designing, coding and testing their own maze-based project.</p>	<p>RE</p> <p>Nightingales will be learning about how a synagogue can help us understand the Jewish faith. As well as exploring what it means to be Jewish and the ten rules Jews live by. Finally, we will look at important dates in the Jewish calendar.</p>	<p>French</p> <p>This term we will look at how to describe ourselves: our eye and hair colour and look at character adjectives. We will learn vocabulary for some pets and practise saying and writing what we have and don't have. As a key part of these studies, we will practise using verbs 'avoir' and 'etre' (to have and to be) in the first and second persons singular.</p>
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