

### Geography – 4 hour

- Locate Antarctica – what is it like there?
- Explore effect of global warming
- Look at weather – and this in relation to the equator
- Identify the position and significance of latitude, longitude, Equator, Northern & Southern Hemisphere, Arctic and Antarctic Circle
- Understand geographical similarities and differences through the study of human and physical geography
- Physical geography including climate zones
- I can use google maps and google earth to locate Antarctica, Egypt and Africa.
- I understand what the term global warming means and give my opinions about it to my peers.
- I can explain in simple terms why weather patterns change across the world in relation to the equator. Linking to Antarctica
- I can explain the meaning of some given key words about Africa by researching them and writing definitions.
- I can explain why people do not settle in Antarctica

### History – 3 hours

- Explore Shackleton's exploration
- Look at old maps and compare – what is missing?
- Explore why people would have explored Antarctica – purpose of these voyages.
- Look at discovery voyages
- PSHE – What would you take with you on an expedition? (Add to topic books)
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Research Antarctic exploration in the 19<sup>th</sup> century and explain its impact on future travel

### Computing – 3 hours

- Recording music compositions
- Sequencing and making pictures play to music
- Select, use and combine a variety of software on a range of digital devices
- Use sequence, selection and repetition in programs
- I will be able to present data and information to a wider audience using a range of digital tools, by recording, sequencing and layering content to create a talking book of Lost & Found and sharing this with QR codes
- I can identify the features of a computer that enable communication with others, through contacting and exploring Antarctica in real time

NC Objs  
Skills  
Visit/Visitors

Year 3 Topic: Lost & Found Focus: Antarctic Explorers  
What do we want to find out?

Teaching  
Hours:  
21 hours

High Quality  
Outcome

Musical  
Composition – with  
pictures and words  
to tell the story of  
Lost and Found

### Music – 5 hours

- Appraise Peter and the Wolf
- Select instruments to describe visual images
- Create music that describes contrasting moods and emotions
- Dynamics and Tempo – how this reflects mood
- Compose music & graphic score
- Motif – x2 tuned percussion
- To compose music for a range of purposes using the inter-related dimensions of music
- Play and perform in solo and ensemble contexts... playing musical instruments with increasing accuracy, fluency, control
- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Handle and play instruments simply but with control
- Comment on how sounds are used to create different moods
- Identify and discuss the structure of pieces of music
- Perform a repeated pattern to a steady pulse
- Improvise simple rhythms
- Select instruments to describe visual images
- Create music that describes contrasting moods/emotions
- Recognise and explore different combinations of pitch sounds

### Art – 5 hours

- Look at landscapes and discuss atmosphere
- Use techniques to create different outcomes – pencils, charcoal, pastels, chalk, oil, paint, watercolours
- Experiment with different techniques
- Justify choices for final piece of art work
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve mastery of art and design techniques
- To learn about great artists in history
- I can experiment with a range of techniques when re-creating scenes from Lost and Found to see which creates the best atmosphere and remember the names of these when selecting one to use to create my own piece of artwork.
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