

Title: Polar Explorers	Project overview The aim of this project is to build an understanding of how explorers try and push for further knowledge, and show resilience even in the most challenging situations.	Hook Building structures from sugar cubes and marshmallows. Recovering lost items from an explorer's backpack using orienteering and critical-thinking skills.	Text(s) Charlie and the Chocolate Factory - Guided reading The Ice Forest (Text) Non-chronological report about polar bears.	Maths overview Estimation Multiplication Division 2-digit & 1-digit
Year group: 3 Term: 2				
Driving question How does it feel to discover something for the first time?	Key Vocabulary Exploration, expedition, Arctic, Antarctica, Shackleton, Falcon Scott, light, darkness, levers, linkages, shadow, transparent, opaque, reflective, Diwali, Christianity, forces, magnets, magnetic poles, repel, resistance, warm up, cool down	Intended outcome By the end of the project the children will know how explorers see the world and how boundaries are pushed to acquire new knowledge.	Resources Cardboard, paper, scissors, glue, sugar, marshmallows, torches, materials for testing, mirrors, card for shadow puppets, tissue paper, oil pastels	Areas of learning subjects Geography, Science, Music, Art, RE and PE (dance)
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?
<i>Prior knowledge Understanding Information</i> Link to class 1 - <ul style="list-style-type: none"> To Infinity and Beyond! Literacy Class 1 will learn about space and write a tale of fear. This will involve them thinking about how it feels to be scared and how to use these ideas in their writing. This links to Class 3 writing a suspense story because we will build upon how to	<ul style="list-style-type: none"> How explorers build on existing knowledge to push boundaries That acceptance of others views and beliefs can help our own lives Facts about arctic animals and how explorers survive in the most extreme condition The need for light and that darkness is the absence of light How light reflects and shadows can form How our muscles need to warm up and cool down before physical activity. 	<ul style="list-style-type: none"> Designing and making structures from different materials (sugar cubes & marshmallows) By constructing 3D christmas cards that use levers Creating a visual vocabulary through the medium of arctic sunset collages How we can express different feelings and emotions through the medium of dance. Working individually, in partners, in groups and as a class to devise our own dance pieces in response to 	<ul style="list-style-type: none"> Learning how to respect others views, beliefs and helping to appreciate that everyone is different Learning that explorers are resilient and try to push forward through difficult situations. For example, when we find something challenging in our learning we will think like explorers to figure out a solution and learn something new. Being resourceful like explorers, for example having to make decisions about what material we could use to create a new 	Link to class 4 - <ul style="list-style-type: none"> Potions, Potions, Potions Science Class 4 will learn about how temperature can change the state of different materials. In Class 3 we will learn about the difference in temperature in the Arctic and Antarctic and how this affects life there. For example, how explorers keep themselves warm in the extreme cold. Link to class 5 - <ul style="list-style-type: none"> Life Beyond the Clouds Science and Geography

<p>produce a spooky setting and create tension in our writing.</p> <p>Link to class 2 -</p> <ul style="list-style-type: none"> ● Important People ● History and Literacy <p>Class 2 will learn about a range of significant people and what makes them important.</p> <p>Having this understanding links to how Class 3 will recognise the importance of different polar explorers, such as Ernest Shackleton and Robert Falcon Scott, and the contributions they have made to what we know about the Arctic and Antarctic.</p>		<p>different pieces of music and other stimuli.</p>	<p>reflective boot for a polar explorer.</p>	<p>Class 5 will extend their knowledge of space and the movement of planets. In Class 3 we will learn where the North and South Poles are, and what the climate is like there.</p> <p>This will help the children when they are in Class 5 because they will apply their knowledge of the sun as a natural source of light to understand how the Earth orbits the sun and how we can see the Sun from Earth.</p> <p>Link to class 6 -</p> <ul style="list-style-type: none"> ● Electricity and Light ● Science <p>Class 6 will learn all about how light is manipulated to suit a design or purpose.</p> <p>In Class 3 we will learn about how light is bounced off of an object and reflected back into our eye so that we can see it.</p> <p>This will help the children when they are in Class 6 because they will already have an initial understanding of light sources and that we need light in order to see things.</p>
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