

## Autumn Year 3 – ENVIRONMENTAL DETECTIVES

Herne Junior School  
2021-2022

### Description/Theme Intent:

The children will research our local area, the environment and way of life whilst comparing and contrasting this to the Amazon Rainforest. They will look at world maps and locate the continents, rainforests, hemispheres and significant countries. They will identify the similarities and differences between the two locations, with special attention paid to the way of life in the rainforest, including food, climate, homes, animals, trees and plants. Children will widen their knowledge of location and cultures which are different to their own and appreciate the variety within the wider world. They will explore current issues relating to the contrasting environments.

### Curriculum Hook:

The children will receive a letter from a boy called Kamanya who lives in the Amazon Rainforest. He will ask lots of questions about our way of life, which will lead the children to research what life is like in the Amazon Rainforest and make comparisons. By the end of the unit the children will compose a letter sharing what they have learnt. In addition to this the children will take part in a visit to the Sustainability Centre to learn about our environment where they are encouraged to pause and reflect upon the importance and variety of tree species.

### Quality Text / Whole Class Reader:

Lob by Linda Newbury (Whole Class Read)

The Great Kapok Tree (Lynne Cherry), Shaman's Apprentice (Lynne Cherry), The Tunnel (Anthony Browne), The Vanishing Rainforest (Anthony Browne), Riotous Rainforests (James Harrison; Claire Llewellyn)

### Links to being a British and Global Citizen:

Sustainability is going to be a vital part of being a global citizen into the future, by the children going to the Gilbert White Field Study Centre, it will inspire them to see how small differences can have a big impact.

### Links to SMSC, RRR and HARMONY:

**Respect and Enjoyment (HARMONY)** – the whole project has an environment intent and it teaches the children to respect our beautiful natural world and to get outside and enjoy it.

### Life Long Learning Skills: (Problem Solving, Creativity, Resilience, Independence and Collaboration)

Children are regularly given the opportunity to problem solve, particularly in maths with a wide range of rich reasoning tasks. They are regularly encouraged to show independence during lessons, and develop their resilience towards their own learning. Through a variety of team games, drama activities and elements of competition, children are also encouraged to work creatively and collaboratively.

### Outcome/Impact:

By the end of the unit the children will have visited local environments; including those on the school grounds, as well as the Gilbert White's House. They compare these to their research of the Amazon Rainforest. Every child will have a theme book with a range of work from the topic. They will have setting descriptions of various different environments in their English books as well as information texts about rainforests. They will produce a letter to send back to Kamanya in the Amazon Rainforest.

### As readers, writers and performers, we will:

Engage in a number of different genres through the use of quality literature, including familiar setting descriptions, poetry, information texts and letter writing. We will plan, write, edit and present our written work creatively and imaginatively. Also, we will be exposed to a number of skills units, where we will learn the appropriate SPaG objectives, in line with the new curriculum, to aid our ability in engaging the reader. Throughout the term we will have the opportunity to apply our literacy skills to a variety of stimuli, from creating information pages, to orally presenting our work. After becoming keen detectives, we will write a letter, replying to Kamanya, with the intention of convincing him to visit us here in Petersfield!

### As mathematicians, we will:

- start our year with studying place value, including; HTU; representing; ordering & comparing numbers; "more and less"; patterns & sequences (including counting in multiples); and recognising numbers up to 1000.
- then we will study more place-value, focusing in on; column addition and subtraction (moving from dienes; ensure reasoning opportunities; money; and time elapsed).
- Move on to multiplication and division, including; groups; arrays; sharing; x10, x5, x2, x3 tables; and reasoning.

### As scientists, we will: (Light & Magnets)

- Understand that during the day, the size of shadows changes.
- Understand why the size and position of shadows change during the day.
- Understand that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect our eyes by designing and advertising a pair of sunglasses or a sun hat.
- Know that light from the sun can be dangerous and that there are ways we can protect our eyes.
- Recognise that we need light in order to see things and that dark is the absence of light.
- Understand the forces of attraction and repulsion.
- Identify magnetic and non-magnetic materials in the classroom.
- Investigate if a bigger magnet is always stronger.
- Identify which metals are attracted to magnets.
- Understand that magnetic forces can act at a distance.

### As geographers, we will:

- be using their map skills to identify the location of rainforests in the world as well as the location of the Equator, the Tropics of Cancer and Capricorn and key countries of the world.
- locate where they live in relation to the rainforest.
- learn about different environments, specifically the rainforest in contrast to our own environment, with attention paid to the climate, animal and landscape differences, which include the four different layers.
- investigate and create maps using Ordnance Survey symbols and develop basic orienteering skills.

**Celebrating our local community:** A few miles down the road we have the amazing House, Gardens and Field Study Centre of the famous naturalist- Gilbert White. To enhance our learning during this unit, we will be visiting the centre in Selborne and help to inspire the children's curiosity of the natural world; to explore it; to understand it; enjoy and care for it.