

Year 3 Nellie Bly Cross Curricular Suggestions

<p>English:</p> <p>Explanations</p> <ul style="list-style-type: none"> Writing explanations about how steam trains work and other transport used by Nellie Bly. M1 <p>Non Chronological Reports</p> <ul style="list-style-type: none"> Writing reports about the opening of the Tower Bridge. M2 <p>Classic Novels</p> <ul style="list-style-type: none"> Reading a classic novel, for example 'Around the World in 80 Days' by Jules Verne. Writing and publishing their own stories. M3 <p>Advertisements</p> <ul style="list-style-type: none"> Writing advertisements for rides on the new steam train and introducing other new Victorian inventions. M4 <p>Traditional Poems</p> <ul style="list-style-type: none"> Reading poetry from the Victorian Era. Writing own poetry. E.g. Poetry about Victorian Children- Brick Yard Boy, The Little English Factory Girl. M5 <p>Shape Poems</p> <ul style="list-style-type: none"> Writing poems about a Himalayan blizzard. M6 <p>Stories from Other Cultures</p> <ul style="list-style-type: none"> Reading and writing Japanese stories. M7/M8 	<p>Maths:</p> <p>Statistics</p> <ul style="list-style-type: none"> Creating bar graphs of heights of different structures around the world- like the Eiffel Tower. M3 <p>Time</p> <ul style="list-style-type: none"> Reading and constructing timetables for a steam train. M1 Calculating time differences between the UK and places Nellie travelled to, such as Japan. M7 <p>Weight and Measure</p> <ul style="list-style-type: none"> Calculating weights and measures linked to the construction of Tower Bridge. M2 Calculating lengths of waterways. M5 Calculating weight of supplies needed for going up the Himalayas. M6 <p>Number</p> <ul style="list-style-type: none"> Word problems linked to the mission tasks. Multiplication, division, addition and subtraction in a range of scenarios. Learning some Japanese methods for working with number. M7 <p>Money</p> <ul style="list-style-type: none"> Calculating costs linked to the construction of Tower Bridge. M2 Calculating ticket costs for the new Victorian steam train. M4 <p>Directional Language</p> <ul style="list-style-type: none"> Describing the route taken by Nellie in terms of compass points, linking with computing. M8 <p>Properties of Shape</p> <ul style="list-style-type: none"> Identifying shapes in a steam train- e.g. circular wheels. Drawing a steam train using 2D shapes. M4 <p>Symmetry</p> <ul style="list-style-type: none"> Making Japanese-inspired symmetrical art work- links with Art. M7 	<p>Science:</p> <p>Forces and Magnets</p> <p>Knowledge</p> <ul style="list-style-type: none"> Using model trains and investigating how they move on different surfaces. M4 Explore pushes and pulls as forces with direct contact in comparison to magnets which can act from a distance. Learning about the Meglav train in Shanghai and how it works. M7 Learning about magnetic poles. <p>Investigation</p> <ul style="list-style-type: none"> Experimenting with magnetic forces to see how they work. Investigating and then sorting materials into magnetic and non-magnetic.
<p>Design and Technology:</p> <p>Design</p> <ul style="list-style-type: none"> Designing their own model steam train. M4 Designing an Eiffel Tower structure. M3 Designing their own steamboat for a journey down the Suez Canal. M5 	<p>Music:</p> <p>Composition</p> <ul style="list-style-type: none"> Writing and performing rhythmic compositions for the sounds of a train. M1 <p>Singing</p> <ul style="list-style-type: none"> Singing songs about the Victorian Era though out the unit. For examples, see Sing Up. 	<p>Geography:</p> <p>Location Knowledge</p> <ul style="list-style-type: none"> Locating the countries Nellie travelled through and plotting her route throughout the unit. <p>Place Knowledge</p> <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Learning about the places Nellie visits on her missions: <ul style="list-style-type: none"> London M2

<p>Make</p> <ul style="list-style-type: none"> Making a model steam train. M4 Constructing a model Eiffel Tower. M3 Constructing a model steamboat for a journey down the Suez Canal. M5 <p>Evaluate</p> <ul style="list-style-type: none"> Evaluating their designs and suggesting improvements that could be made to enhance functionality. <p>Cooking</p> <ul style="list-style-type: none"> Preparing and tasting traditional French food. M3 Preparing and tasting traditional Japanese food. M7 	<p>History:</p> <p>The Victorians and Local History Studies. Could include:</p> <ul style="list-style-type: none"> The Invention of the railway. M1 The reign of Queen Victoria. The Industrial Revolution and trade links. M5 The life of children during the Victorian Era. M5 Victorian buildings in our local area. M2 Victorian inventions. M4 What our local area was like during the Victorian Era. 	<ul style="list-style-type: none"> Paris M3 Egypt M4 Suez Canal M5 Himalayas M6 Japan M7 <p>Geographical Skills</p> <ul style="list-style-type: none"> Using atlases to locate countries throughout the unit.
<p>Philosophy:</p> <p>Philosophical discussion based around the mission statement:</p> <ul style="list-style-type: none"> Before anything else, preparation is the key to success. M1 It takes both sides to build a bridge. M2 99% of success is failure. M3 Listening to others' viewpoints may reveal the one thing needed to complete your goals. M4 Be the reason someone believes in the goodness of people. M5 Your ability to communicate is an important tool in pursuit of your goals. M6 Silence is a source of great strength. M7 Remember how far you've come, not just how far you have to go. M8 	<p>Art:</p> <p>Artist Study</p> <ul style="list-style-type: none"> Painting the Eiffel Tower in the style of George Seurat. M3 Studying and creating own versions of L.S Lowry's art of the Industrial Revolution- e.g. The Bustle of Industry. M5 <p>Sketching and Drawing</p> <ul style="list-style-type: none"> Drawing London's Tower Bridge. M2 Sketching the Himalayan mountain range. M6 <p>Printing</p> <ul style="list-style-type: none"> Learning about the Printing Press and doing some of their own printing to create pieces of art. M4 <p>Collage</p> <ul style="list-style-type: none"> Making a collage of the Earth's surface. M8 Making a blizzard scene. M6 <p>Textiles</p> <ul style="list-style-type: none"> Creating an Egyptian pharaoh's headdress. M4 <p>Paper Technology</p> <ul style="list-style-type: none"> Using paper to create Japanese origami. M7 Creating Notan tessellations, discussing use of colour for negative and positive space. Creating symmetrical patterns, linked to Maths. M7 	<p>Computing:</p> <p>Research</p> <ul style="list-style-type: none"> Researching steam trains. M1 <p>Presenting Information</p> <ul style="list-style-type: none"> Making posters for their advertisements. M4 <p>Understand Computer Networks</p> <ul style="list-style-type: none"> Learning about how people communicated in the Victorian Era and how technology developed during this period. M4 <p>Using Software</p> <ul style="list-style-type: none"> Using coding software to make a moving steam train. M1 Using coding to make a steamboat travel along the Suez Canal. M5 Using coding, in a programme such as Scratch, to make an interactive map of Nellie's travels around the world. M8 Using apps such as TinkerCad to construct 3D models of landmarks- e.g. the Eiffel Tower. M3 Using art programmes such as paint to create Notan tessellations. M7