

## Y3 Flying Food Airways Learning Sequence

**Synopsis:** Children investigate where a variety of food comes from, making links to location, climate and biome. They consider “food miles” and the impact on the environment as they plot the journey of a banana from its country of origin to the UK.

In **Science**, children investigate forces and magnetism (link to magnetic North).

In **Geography**, children use maps, atlases and digital mapping to investigate physical and human features.

In **Art**, children use digital media to create an illustration for recipe card (see D&T).

In **D&T**, children will explore seasonality and design/create a fruit or vegetable salad, writing instructions for this.

In **Computing**, children create a simple database about seasonality of food.

**Curriculum areas:** English, Science, Geography, Art, D&T and Computing

**Length of theme:** 6 weeks

### English

*Write recount of journey of banana from plantation to supermarket.*

#### English Objectives

##### Comprehension

- Listen to a range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories
- Check that the text makes sense to them and ask questions to improve understanding of text
- Read books that are structured in different ways

##### Grammar & Punctuation

- Use a wider range of subordinating conjunctions (*before, after, while, when, if, because, although*)
- Express time, place and cause using conjunctions, adverbs and prepositions
- Use fronted adverbials and use commas after fronted adverbials (Y4)

##### Text Structure & Features

- Build cohesion within a paragraph choosing appropriate pronouns and nouns to avoid repetition

#### English Learning Sequence

- Introduce the theme of journeys asking children to talk about a journey they have been on or one they have read about (real or fictional)
- Create a small library of books about journeys – fiction, non-fiction and poetry. Encourage children to choose these books for independent reading and select one or two more challenging texts to read to the class
- Discuss texts read to children and those they have read for themselves – is there anything they don’t understand or doesn’t make sense? Devise questions for discussion and to improve understanding of text
- Use books and the internet to research the journey of a banana from the plantation to the supermarket/greengrocers
- Use photos and key words (eg plantation, ripening chamber, harvest) to sequence the process and discuss each stage

<ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials of time, place and number or by varying the tense</li> </ul> <p><b>Plan, Draft, Edit &amp; Evaluate</b></p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Draw on examples of writing when planning own work</li> <li>• Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</li> <li>• Suggest changes to grammar and vocabulary</li> <li>• Proofread work for spelling/punctuation errors</li> <li>• Assess others' and own writing, suggesting improvements</li> </ul> <p>In addition to the above, teachers should apply general spelling rules and guidance, as listed in <a href="#">English Appendix 1</a> and ensure concepts and skills outlined in <a href="#">English Appendix 2</a> are also addressed.</p>	<ul style="list-style-type: none"> <li>• Develop use of conjunctions within a sentence for cohesion eg The bananas are harvested <b>and</b> taken to the packing station. They are green <b>when</b> they are picked.</li> <li>• Use subordinating conjunctions/clauses to sequence sentences and ideas eg Once the bananas have been harvested ... After the produce has been loaded into crates ...</li> <li>• Explain that conjunctions link ideas within a sentence but adverbs/adverbials link between sentences eg After that, ...Finally, ...During transportation, ...</li> <li>• Rehearse use of conjunctions and adverbials to sequence and order the process</li> <li>• Share writing example of recount with children and highlight cohesive devices (both conjunctions and adverbials)</li> <li>• Model recount of the banana's journey linking ideas using these cohesive devices</li> <li>• Edit and improve writing to produce final draft</li> </ul>
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## English

*Write clear and precise instruction (using adverbials) for own salad recipe.*

<p><b>English Objectives</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways</li> </ul> <p><b>Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of subordinating conjunctions (<i>before, after, while, when, if, because, although</i>)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions</li> </ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use varied and rich vocabulary including adjective, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration</li> </ul> <p><b>Text Structure &amp; Features</b></p>	<p><b>English Learning Sequence</b></p> <ul style="list-style-type: none"> <li>• Recap what children already know about instructions: sequence, clarity, bullet points, numbered list, imperative verb. Play instruction games to consolidate eg back-to-back describe a picture for partner to draw or build Lego shape to match partners without looking</li> <li>• Sort sets of instructions and evaluate – which did they like best? Which were most effective and why?</li> <li>• Show children some recipe books and explore the layout of the recipes – list of ingredients followed by instructions</li> <li>• Give children a selection of recipes without saying what they are for eg Spaghetti Bolognese, Cheesy Jacket Potatoes– can children read them and work out what the instructions are for?</li> <li>• Discuss the salad they are creating in D&amp;T – make a list of ingredients and equipment</li> </ul>
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- Build cohesion within a paragraph choosing appropriate pronouns and nouns to avoid repetition
- Link ideas across paragraphs using adverbials of time, place and number or by varying the tense

### Plan, Draft, Edit & Evaluate

- Discuss and record ideas
- Draw on examples of writing when planning own work
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Suggest changes to grammar and vocabulary
- Proofread work for spelling/punctuation errors
- Assess others' and own writing, suggesting improvements

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Sort and define verbs they will need to use eg slice, chop, cut and develop more ambitious choices eg dice, grate, combine
- Discuss adding adverbials for clarity and precision eg into thin slices, until it is smooth, finely. Why do we need these? Who are they important for?
- Make salad and throughout process, take notes about each stage eg First, dice the red onion into tiny pieces
- Write own instructions using adverbials for detail and precision

## Science

### *Investigate forces and magnetism (link to magnetic North).*

#### Science Objectives

##### Working Scientifically

- Ask relevant questions and suggest how to answer
- Develop different types of scientific enquiry
- Set up simple, practical enquiries
- Understand fair and comparative tests
- Use range of equipment to measure accurately eg data loggers
- Develop skills of systematic observation
- Gather, present & record data in a variety of ways
- Report findings orally and in writing using scientific language
- Use results to draw simple conclusions, make predictions and raise further questions
- Identify similarities and differences and changes related to scientific processes and ideas

#### Science Learning Sequence

- Compare how range of items move on different surfaces
- Introduce children to different types of magnets – what do they already know? Generate questions and facts
- Identify where we see and use magnets in real life
- Sort materials into magnetic and non-magnetic and generate list of properties
- Examine magnets, identifying and naming poles as strongest part
- Explore attracting and repelling and explain reasons why they think this happens
- Decide on a test to carry out eg Which magnet is the strongest?
- Allow children, with guidance, to decide on how to test this eg observations, making it fair, recording and gathering data
- Carry out test following scientific structure of question, prediction, method, conclusion

**Scientific Knowledge**

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects but magnetic forces can act at a distance
- Observe how magnets repel and attract and predict whether magnets will repel or attract based on poles
- Compare and group everyday materials depending on whether they are magnetic or not, and identify some magnetic materials
- Describe magnets as having two poles

- Children record results using scientific language eg attract versus stick
- Use and apply this new information to create a product that uses magnetism to work

## Geography

*Use maps, atlases and digital mapping to investigate physical and human features.*

**Geography Objectives**

- **Begin to explain geographical similarities and differences (N/S America)**
- **Name and locate the world's seven continents and five oceans (KS1)**
- **Locate some of the countries of Europe and N/S America using maps and identify some environmental regions, key physical / human features, cities**
- **Begin to identify N/S hemispheres, positions of longitude/latitude and Equator**
- **Begin to describe some key aspects of physical geography (climate zones, biomes & volcanoes)**
- **Begin to describe some key aspects of human geography (settlement / land use)**
- **Confidently use world maps, atlases and globes and begin to use digital mapping**

**Geography Learning Sequence**

- Recap names of continents and oceans and locate Equator (based on previous learning)
- Look at different types of fruit and vegetables and discuss where they are grown and why. Devise a range of geographical questions
- Use labels on fruits and vegetables (eg Produce of Spain) and atlases/maps to locate places where these are grown. What do they notice? Where are they located – North South Hemisphere? Proximity to Equator?
- 'Zoom in' on bananas – what do we know about the places they are grown? Focus on Costa Rica. Use range of sources eg maps, atlases, aerial photographs, websites, digital mapping to find out about the physical geography of Costa Rica (climate, topography etc.)
- Use this knowledge to explain why bananas are grown there
- Move on to human geography aspect of banana farming and investigate the process of banana farming on the plantations
- Examine and discuss each stage of production from growing/harvesting to packaging/exporting
- Communicate their findings geographically

## Art

*Use digital media to create an illustration for recipe card (see D&T).*

### Art Objectives

- In digital media, use a range of tools to create different lines, colours, shapes, tones and textures
- Use and apply art and design techniques and improve control and use of materials
- Use range of artistic vocabulary to discuss and evaluate work
- Evaluate work of some artists and analyse creative works

### Art Learning Sequence

- Evaluate and discuss a range of recipe cards/books focusing on artistic element of design, images, colour etc. Which are most effective/appealing and why?
- Use artistic language to critique examples
- Consider own recipe and how they want their recipe card to look, capturing ideas and process in sketchbook
- Use chosen digital media to manipulate image and text, focusing on texture, shape, line and colour
- Use photographic software to enhance and edit images and refine final product
- Select an artist that uses digital media in their own work (see Art Appendix) and explore their work

## D&T

*Explore seasonality and design/create a fruit or vegetable salad, writing instructions for this.*

### D&T Objectives

- Apply principles of a healthy, varied diet when preparing variety of savoury dishes
- Apply understanding of seasonality and its links to ingredients

### D&T Learning Sequence

- Explore different fruits and vegetables and discuss where the children think they are grown and how eg on trees, underground
- Explain that they are going to design a seasonal salad. Discuss what is meant by seasonality and how this impacts food quality. Draw on children's own experiences
- Children sort a range of fruit and vegetables into a seasonal 'wheel' against criteria eg Strawberries are in season during the summer months.
- Explore a range of salads and recipes, evaluating these and commenting on whether they like/dislike, seasonal/not seasonal
- Use this information to design own salad, considering ingredients and time of year
- Make, taste and evaluate salad, using a range of equipment safely to cut, slice, grate etc.

## Computing

*Create a simple database about the seasonality of food.*

### Computing Objectives

- Use a variety of software of different devices

### Computing Learning Sequence

- Provide a simple database (eg structure already created) and model how to enter and save information
- Create their own database based on given subject (eg seasonality/where foods grow)
- Provide questions that need answering based on information within database