

Y3 Lost In The Jungle Learning Sequence

Synopsis: Children read/listen to a variety of books and poems about the jungle. They consolidate word classes and develop figurative language to describe a setting and write a narrative of a journey through the jungle.

In **Science**, children explore structure of flowering plants and investigate the function of each part.

In **Geography**, children explore biome/climate of tropical rainforests and where these are located in the world.

In **Art**, children use a range of natural materials eg leaves and bark, to create prints.

In **D&T**, children develop understanding of stable structures to build a hide.

In **Computing**, children create a game with a simple scoring system.

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

Length of theme: 6 weeks

English

Write a narrative a journey through a jungle using vivid jungle description.

English Objectives

Comprehension

- Begin to discuss words and phrases that capture the reader's interest
- Predict what might happen from details stated and implied
- Identify main ideas across paragraphs and summarise these
- Infer characters' feelings, thoughts and motives and justify using evidence

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

Language & Vocabulary

- Use varied and rich vocabulary including adjective, expanded

English Learning Sequence

- Recap word classes: noun (common, proper), verb, adjective, adverb, preposition phrase
- Discuss books (fiction and non-fiction) and poems the children have read about the jungle – what was the book about, did they enjoy it?
- Have a range of books with a jungle theme available for pupils to read independently/share with peers
- Encourage children to talk about the books they have read, summarising the main ideas from a chapter or section of the book
- Share a text about a journey through the jungle, eg *Charlie Small and Gorilla City, Journey to the River Sea*
- Ask inferential questions about the text focusing in on characters feelings, thoughts and motives
- Discuss favourite words and phrases from the text identifying the word class they belong to and the impact they have on the reader

<p>noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration</p> <ul style="list-style-type: none"> • Vary sentence openers for effect • Use similar writing to identify and understand vocabulary and language • Create settings • Discuss words and features of texts that capture the reader's interest <p>Plan, Draft, Edit & Evaluate</p> <ul style="list-style-type: none"> • 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 <p>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.</p>	<ul style="list-style-type: none"> • Imagine they were in the middle of the jungle. Discuss what they might see, hear, feel etc. using video/images as stimulus • Create expanded noun phrases to portray a vivid setting eg towering trees with broad, emerald leaves; miniscule tree-frogs with glowing, ruby eyes • Create and apply preposition phrases to describe position eg high up in the canopy; beyond the dense vegetation • Select the most effective verbs/adverbs to describe jungle animals eg prowled, glided, scuttled • Apply these skills to writing about a journey through the jungle • Sentence openers – adverbs, noun phrase and subordinate clauses – why and how should a writer vary sentence openers? • Apply all of above to different sentence types: compound and complex using an increasing range of conjunctions: co-ordinating conjunctions: and, but, so; subordinating conjunctions: as, while, when, as soon as, after • Focus on similes to add richness and variety to their writing eg waterfall like a ribbon of crystal; petals as red as rubies • Introduce collective nouns to help add precision to writing eg a troop of monkeys; a company of parrots • Plan writing orally, paragraphs round a theme, drawing on text and writing examples to enhance ideas • Write first draft and suggest improvements then edit
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English

Write a jungle-themed poem.

<p>English Objectives</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Recognise different forms of poetry • Perform poems and playscripts for audience (starting to use appropriate intonation, tone, volume and action) <p>Language & Vocabulary</p> <ul style="list-style-type: none"> • Use varied and rich vocabulary including adjective, expanded noun phrases, adverbs, preposition phrases, collective nouns, 	<p>English Learning Sequence</p> <ul style="list-style-type: none"> • Select poem/s about jungle or jungle animals for children to read and share - include a range of different forms for example narrative poems, limericks, shape poems • Discuss layout and language – how do they help convey meaning? How do they 'paint a picture' in the reader's head? • In groups choose favourite poem and prepare to perform it to the rest of the class
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<p>similes and alliteration</p> <ul style="list-style-type: none"> • Create settings <p>Text Structure & Features</p> <ul style="list-style-type: none"> • Recognise themes eg good over evil, magical devices <p>Plan, Draft, Edit & Evaluate</p> <ul style="list-style-type: none"> • Discuss and record ideas • Draw on examples of writing when planning own work • Proofread work for spelling/punctuation errors • Assess other's and own writing, suggesting improvements <p>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.</p>	<ul style="list-style-type: none"> • Link to a journey through the jungle – which animals might you encounter? • Children select a jungle animal and generate words and phrases about it • Remind children of skills they already know in relation to word class eg expanded noun phrases, effective verbs and adverbs, preposition phrases, alliteration • Develop understanding of similes as a type of figurative language eg the frog's skin gleamed like a precious emerald. As softly as a whisper, the serene tiger padded through the trees. • Develop understanding of collective nouns to describe groups of animals and discuss effectiveness eg a crash of rhinos • Using range of word classes/figurative language and rich/ambitious vocabulary, children write their own poem either based on known one or own structure • Draft, edit and improve before sharing with audience
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Science

Explore structure of flowering plants and investigate the function of each part.

<p>Science Objectives</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • 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 <p>Scientific Knowledge</p>	<p>Science Learning Sequence</p> <ul style="list-style-type: none"> • Link to theme of jungle and what type of plants can be found there • Recap previous understanding of plants and name main parts of flowering plants – record this • Investigate the function of each part of the labelled diagram (eg roots absorb water and anchor the plant) • Focus on transportation of water, look at function of roots/stem • Discuss ideas as to how they will test that water is transported through a stem (eg celery/carnation and food dye) • Discuss how to record this experiment • Carry out test – explore and capture findings using correct scientific language • Practically explore the process of pollination using children as flowers/bees. Investigate the importance of the bright flower, the insect legs to stick to pollen and the stigma/stamen
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- Identify and describe the functions of different parts of flowering plants (root, stem, trunk, leaves and flowers)
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

- Discuss 5 types of seed dispersal – match the explanation to a corresponding diagram
- Challenge children to come up with creative ways of showing each type of seed dispersal (eg ballistic dispersal using party popper, wind dispersal using fan)

Geography

Explore biome / climate of tropical rainforests and where these are located in the world.

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 describe some key aspects of physical geography (climate zones, biomes & volcanoes)**
- **Confidently use world maps, atlases and globes and begin to use digital mapping**

Geography Learning Sequence

- Using clues eg different countries' flags, aerial shots, facts, pictures, digital mapping, children locate rainforests
- Based on topography and map symbols, locate on a map and atlas where rainforests are
- Zoom in on biome of tropical rainforest, exploring physical features such as rainforest layers, flora and fauna, climate etc.
- In-depth study of tropical rainforests, recording finding and communicating geographically
- Revisit map/atlas work, locate other tropical rainforest biomes in across the world
- Investigate geographical similarities and differences
- Record findings in a range of ways including diagrams, text, charts and graphs
- Discuss the wider issue of deforestation and the impact on the environment

Art

Use a range of natural materials eg leaves and bark to create prints.

Art Objectives

- **Create sketch books to record and revisit observations**
- **In print, roll, press, rub and stamp to recreate print form**

Art Learning Sequence

- Recap printing skills and which tools/materials/media can be used

- environment eg wrapping paper
- In collage, consider the effect of chosen materials and technique
 - 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

- Explore images of rainforests and discuss shapes, lines and textures
- Use natural materials to create different effects and prints
- Use these and other materials to create a mixed-media image of the rainforest, focusing on different layers, fauna and flora
- Discuss and evaluate final product using artistic language

D&T

Develop understanding of stable structures to build a hide.

D&T Objectives

- Select from and use a wide range of tools, equipment, materials and components accurately
- Apply understanding of how to strengthen, stiffen and reinforce structures
- Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work
- Communicate ideas using different strategies
- Use research to inform design
- Take risks to become innovative and resourceful

D&T Learning Sequence

- Challenge – to build a hide suitable for the jungle
- Share design criteria with children and research a range of existing shelters and/or images of hides/dens
- Children discuss how their design could match the design criteria
- Communicate design in a variety of ways eg talking, drawing, diagrams, ICT
- Where possible, build their hides/den, evaluating and adapting throughout the process
- Focus on specific skills eg cutting, sawing, tying knots
- Encourage children to be resourceful when working with a limited range of materials and tools

Computing

Create a game with a simple scoring system.

Computing Objectives

- Start to use reasoning to understand how algorithms work
- Detect errors in algorithms and programs
- Begin to solve problems by decomposing them into smaller parts
- Start to use sequence and selection in programs
- Begin to develop understanding of how to write and debug programs that accomplish specific goals, including controlling or simulating physical systems

Computing Learning Sequence

- Investigate terminology 'input/output' by exploring how everyday devices are controlled (eg traffic lights, kettle)
- Record findings using diagrams to represent algorithms; factoring in different aspects of how they work (eg movement, light)
- Explore loops and repetitions to shorten the code and recreate diagrams

- Begin to work with various forms of input / output

- Design a simple animation on screen and sprite background to allow objects to interact with each other
- Evaluate design criteria using conditional statements (eg if I program the object to move left ...)
- Begin to explore variables and how to factor these into coding (eg duration, scoring)
- Explore the difference in the effect of using a timer command rather than a repeat command when creating repetition effects
- Create a game with a simple scoring system and sprite as a background
- Reinforce understanding that outputs can be controlled using code