

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

noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration • 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 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.	• 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.

English Objectives	English Learning Sequence
Comprehension • Recognise different forms of poetry • Perform poems and playscripts for audience (starting to use appropriate intonation, tone, volume and action) Language & Vocabulary • Use varied and rich vocabulary including adjective, expanded noun phrases, adverbs, preposition phrases, collective nouns,	• 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

similes and alliteration • Create settings Text Structure & Features • Recognise themes eg good over evil, magical devices Plan, Draft, Edit & Evaluate • 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 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.	• 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.

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 Scientific Knowledge	Science Learning Sequence • 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
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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
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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
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- 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