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| **Geography Focus – Threshold Concepts** | **Year 3 – The Jungle** | **Curriculum** |
| **Geography – Our World**  **Investigate places:**  **-Ask and answer geographical questions about the human and physical characteristics of a location.**  **-Explain their own views about locations with reasons.**  **-Use a range of resources to identify they key physical and human features of a location.**  **Investigate patterns:**  **-Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date and time zones and describe some of these geographical areas.**  **-Describe geographical similarities and differences between countries.**  **Communicate geographically**  **-Use the eight points of the compass to build their knowledge of the wilder world.**  **-Describe key features of human and physical geography.**  **Science**  **Biology – Understanding animals and humans.**  -Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.  -Construct and interpret a variety of food chains, identifying producers, predators and prey.  -Identify that humans and some animals have skeletons and muscles for protection, support and movement.  -Describe the simple functions of the basic parts of the digestive system in humans.  -Identify the different types of teeth in humans and their simple functions. | Jungle by Borten, Helen | Book | condition very good - Picture 1 of 1  **English focus text:** The Jungle Helen Borten  **Extended writing outcomes:**   * Diary entry   **Mini process:**   * Setting description   **Purpose:** To compose an engaging (and whenever possible, geographically accurate) diary entry about a characters’ time in the jungle.  **Audience: Year 3 Genre: Recount- Diary.**  Inspired by author Helen Bortens, The Jungle. The Children will first focus on using their inference skills to make predictions before building a strong knowledge of the conditions of the jungle and the turmoil one might face when traveling through overgrown vegetation. They will use well-chosen conjunctions purposeful adjectives to write a compelling setting description which will be used as the spine for a detailed recount diary entry.  **Shorter writing outcomes:**  -Note taking. Taking down and making notes for topic specific research.  **Supporting Texts:**  Geography Science | **Maths : White Rose** – Length and perimeter  **Access art:** Spring term 2  Cloth, Thread and paint: Children will explore how artists combine media to create work in response to landscape. Children will use acrylic and thread to make a painted and stitched piece.  **DT:** Food Healthy and varied diet.  **RE:** Discovery R.E- Easter – Forgiveness.  **I.C.T:** Computer Science.  **P.E:** Striver. Basketball  **MFL: Spanish** – Instruments  **Music: Communication - Composition.**  The children will learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.  **PSHE: Jigsaw – Healthy Me**.  Children will learn about being and keeping safe and healthy both in the body and mind. |
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