

**Context Title: Rumble in the Jungle**  
**Term: Summer 2019**

Learning Context	Key Questions (Learning Intentions)	Learning Skills (NC)	Learning Outcomes/ Challenge/ Assessment
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**Stunning Start:** The children will arrive in their classroom to find it has been transformed into the rainforest of Brazil. The children will be led into thinking about where they are and will be guided into thinking they are in the rainforest in Brazil. They will be given the impression that someone (a tribal child) is living in the rainforest (their classroom). This will be the thread throughout.

<p style="text-align: center;"><b>Week 1, 2 &amp; 3</b></p> <p style="text-align: center;"><b>My Home, My People</b></p> <p>There will be a note pinned to a tree within the classroom rainforest. The note will say:</p> <p>‘Welcome to my home. I hope you love it as much as I do. My name is Taina and I am 6 years old. As everyone came to my country for the Olympics, I wonder if you can help me by learning about my world. Keep your eyes open as I will leave things for each part of your adventure.</p>	<p><u>ENG:</u> Where are we? What do the sounds, colours and pictures make you think of? Where in the world is like this? Have you ever been anywhere like this?</p> <p><u>ART:</u> Looking at these paintings by Rousseau, what can you see? Where was he capturing? What do you notice about the colours? How can we paint large tropical plants and flowers?</p> <p style="text-align: center;">FIND THE NOTE FROM TAINA</p> <p><u>GEOG:</u> Where is the address on the letter? Where on the globe is Brazil? Where is this child’s home? How do her tribe live?</p> <p><u>MUSIC:</u> Listen to the music of these people – what do you notice? How does it make you feel?</p>	<p><u>ENG:</u> Use spoken language to develop understanding and contribute to collaborative discussion. Listen to and discuss stories including the significance of events. Re read what they have written to check it makes sense.</p> <p><u>ART:</u> Use painting to share their ideas, developing their techniques using colour and shape. Know about the work of Rousseau and be inspired by him.</p> <p><u>GEOG:</u> Locate North and South America on the globe. Use map, atlases and globes to identify the UK and South America. Understand similarities and difference between our place and the rainforest. Use key geography vocab like – city, village, rural, urban and vegetation.</p> <p><u>MUSIC:</u> Use their voice expressively to join in with chants and rhyme. Play untuned instruments</p>	<ul style="list-style-type: none"> <li>● Map showing Brazil and Rio and the rainforest mass.</li> <li>● Locating North and South America.</li> <li>● Similarities and differences between UK and Brazil</li> <li>● Concept map of what the children already know.</li> <li>● Questions about what they want to find out.</li> <li>● Large plant paintings.</li> <li>● Photos of the girl’s things with labels and questions.</li> </ul>
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## Week 4

### Into the Rainforest

'Come further into the rainforest.'

SMSC: How did you feel entering the rainforest area with your friend? What will you never forget?

SCI: What is a habitat? Which animals live in which habitat? How are the animals adapted to their habitat?

COMPUTING: How can we use photos to capture the amazing sights? Can you crop and edit your images? What software would you use to enhance and manipulate your image?

SCI: Identify and name a variety of common animals. Describe how different habitats provide for the basic needs of animals that live there.

COMPUTING: Use technology to manipulate and create images.

- Labelling different habitats.
- Matching animals to their habitat.
- Photographic record of plant experiment and result of what plants need to grow.
- Great rainforest photo cropped and edited.

## Week 5 & 6

### Flying Friends!

'Meet my flying friends.'

As the children arrive, they will hear the sounds of the canopy, with a focus on bird calls. There will be animals added to the canopy in the classroom, such as parrots.

TRIP – Exotic bird zoo.

GEOG: What are the main layers of the rainforest? Can you label them and write a caption for each?

SCI: What creatures live in the canopy layer of the rainforest? Can you name any rainforest birds? How are they different to our garden birds? How do they survive in the rainforest? Can monkeys fly? How do gibbons move around the canopy?

PE: Can you hang, climb, jump and fly as though in the canopy?

ART: Using acrylic paints, thick brushes and mark making tools can we create a large, textural colour painting of a Rainforest bird?

GEOG: Develop contextual knowledge about globally significant places.

SCI: Identify and name a variety of common animals. Describe how different habitats provide for the basic needs of animals that live there.

PE: Develop balance, agility and coordination.

ART: To develop a wide range of art and design techniques in using colour, texture and shape.

- Layers of the rainforest labelled.
- PE sequence on film.
- 5 images of our garden birds next to 5 images of Rainforest birds – what do you notice?
- A3 painting of Rainforest bird.

## Week 7

### Hairy and Scary

‘Meet my hairy scary friends!’

As the children arrive, they will hear sounds of the understory, with a focus on reptiles, insects, arachnids and amphibians. There will be animals added to the classroom, such as snakes, chameleons and frogs.

SCI: What is the life cycle of a snake? What other groups of creatures come out of eggs?

ART: How can we use fine line pens and coloured inks to capture our rainforest frogs?

SCI: Observing closely, identifying and classifying. Compare the structure of a variety of animals. Recognise that animals have offspring that grow into adults.

ART: To develop a wide range of art and design techniques in using colour, texture and shape.

- Lifecycle of a snake.
- Sets of animals that come out of eggs.
- A3 fine line and ink frogs.

## Week 8 & 9

### Kings of the Forest

‘Beware there are some animals we need to be careful around’

The children will focus on larger mammals and reptiles.

SCI: Why are crocodiles and jaguars in Steve Backshall’s Deadly 60? Is our rainforest friend right to be wary of them? What are the facts about deadly creatures? How could we group all the creatures we have met in the rainforest?

ART: How can you use acrylic paints to capture your creatures colour, texture and shape?

SCI: Identify and classify. Name fish, amphibians, reptiles, birds and mammals.

ART: To develop a wide range of art and design techniques in using colour, texture and shape.

- Sets of animals labelled.
- Top tips card for a rainforest animal.
- Paintings of rainforest creatures.

## Week 10

### City Life!

'My elder brother has gone to live in the city of Rio. See what his life is like.'

As the children arrive, they will hear sounds of the city floor, with a focus on images of the landmarks and key places.

GEOG: Does everyone on Brazil belong to this tribe? And live in the rainforest? No! What makes tribes people move to the city? What is life like in the city of Rio? If you are rich? Poor? What is a favela? How is life tough there?

DT: What materials will you use to build your hut?

GEOG: Develop knowledge about the world. Understand geography. Similarities and difference comparing Brazil to their nearest city. Use basic geographical language to refer to human features.

DT: Generate mock-ups. Select a range of materials to perform practical tasks. Build structures considering how they could make them stronger.

- Comparison of your town and Rio.
- Annotated photos of Rio.
- A mock favela outside to try sleeping on the ground, having to fetch water etc. Photographs taken for books.

## Week 11

### Big Bulldozers

'Help – something terrible is happening, the animals are fleeing.'

As the children arrive, they will hear sounds of the machinery. There will be tree stumps and fallen trees.

GEOG: What is happening? Why is the village under threat? Is this right? Who is spoiling the rainforest?

SMSC: How do you feel when you see the before and after film?

ART: Using collage shapes and printing can we create. Large bulldozer images for our class display.

GEOG: Use geographical language to talk about key physical and human features... city, village, factory, forest, mountain, river, soil and vegetation.

ART: To develop a wide range of art and design techniques in using colour, texture and shape.

- Words around a rainforest before and after photo.
- A3 collage of bulldozers

## Week 12

### A Beautiful World

‘Thank you for helping – now let’s carnival.’

As the children arrive, they will hear the sounds of the Rio Carnival.

SMSC: How can we protect this fragile world and people? Can we make a difference?

SCI: How does recycling here help the rainforest there?

ENG: How can we make information boards to promote the wonders of the rainforest and ensure people protect them? What features would help us organise our material and messages?

ART: What is the Rio Carnival? What happens there? What do we wear? Using paper can we create some carnival dress wear?

SCI: Know what different animals and humans need for survival.

ENG: Develop positive attitudes towards writing and write for different purposes.

ART: To develop a wide range of art and design techniques in using colour, texture and shape.

- Information poster to warn people about what is happening to the Amazon rainforest.
- Carnival dress wear.

Fabulous finish: The children will create a carnival procession showing off their carnival dress wear, some carnival dancing and music.