

Where The Wild Things Are

Rationale: Children research and discover about different animals and their habitats; as well as animal classification and food chains to produce and direct their very own Where The Wild Things Are Documentary. They will also reflect on where the 'wild' started through creation stories.

Hook:
Visit to the class by an animal!

Outcome: A self shot, directed and edited documentary and a retell of the Where The Wild Things Are story available for the parents to watch.

CLA (Core Learning Area)

Literacy

- Children participate in discussions, presentations and the documentary video.
- Children identify plot points in a story and begin to use this new vocabulary.
- Children will begin to discuss positive and negative plot points and how these are intertwined within a story.
- Exploring character's feelings and emotions that are obvious or explicit and inferring further feelings and emotions when it is not clear in the story.
- Getting into the role of the character's to imagine what their conversations might be like.
- Exploring the symbolism within a story.
- A revision of adjectives.
- Linking language to senses.
- A revision of verbs.
- Describe settings as part of a story retell.
- Evaluation purpose and intent behind language choices.
- Analysing the picture book, Where The Wild Things Are.
- Exploring exciting vocabulary.
- Idea discussion with peers.
- Continuing an existing story.
- Expanded noun phrases.
- Adverbs
- Revision of apostrophes for contraction.

Science

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.
- Recognise that environments can change and that this can sometimes pose dangers to living things. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

ICT

- Children will gain skills in shooting live video.
- Edit video clips.
- Understand the qualities of effective video.

RE

- Explore the Big Bang Theory.
- Learn about Muslim creation ideas.

- Explore the Christian Creation Story.

Learning Value Focus

Value:
Tolerance and perseverance.

Skill:
Writing, recognising, video shooting and tolerant debate.

How Long?
5 Weeks

When?
Term 1: Weeks 1,2,3,4,5

Continuous Learning:
SPAG, Maths (Arithmetic and Reasoning), Music, PSHE, French, PE

Visit:

Animal visit to school.

Parental Involvement:

It would be amazing if you could share other texts together which are about wild landscapes, plants or animals.