

# Where The Wild Things Are

**Rationale:**

Children research and discover about different animals and their habitats to produce and direct their very own Where The Wild Things Are documentary.

**Prior Learning:**

In KS1 children will have learnt about how seeds germinate and the conditions plants need to grow during their Fe Fi Fo Fum experience. In Let's Go Safari they learnt that animals can be classified into six different groups according to their characteristics. They have explored different habitats and the basic food chain as part of their Location Location Location experience. In Years 1 and 2 children have previously printed using natural objects such as pine cones in the Fe Fi Fo Fum experience, and have printed cityscapes in the Town Planners experience. Year 4 children will recall locating countries and cities and describing their location and climate in relation to the tropics of Cancer and Capricorn and the hemispheres as part of our Journeys experience last year.

**Hook:**

Children will explore the school site to observe and investigate a variety of animal habitats.

**Outcome:**

A self shot and edited documentary and a retell of the Where The Wild Things Are story.

## CLA (Core Learning Area)

**Literacy**

- To add narrative to the picture book entitled, Where the Wild Things Are.
- To identify parts of a picture book which would need to be written with positive or negative intent.
- To determine how characters are feeling.
- To create cohesion between sentences.
- Develop sentence structure and accurate punctuation, including direct speech, relative clauses.
- Explore use of expanded noun phrases, adverbial phrases, simile, personification and rhetorical questions.
- Study of 'The Great Kapok Tree' in guided reading.
- Explore the features of a newspaper report, including headlines, straplines and subheadings.
- Write a newspaper report about the impact of plastic pollution on wildlife.

**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.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Identify and describe the functions of different parts of flowering plants: roots, 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.

**Geography**

- Describe and understand key aspects of biomes.

- Compare aquatic, desert, forest (temperate and rainforest), grassland and tundra biomes, focussing on physical features, animals, vegetation and climate.

#### ICT

- Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing.
- Edit video, including adding narration and editing clips by setting in/out points.
- Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.

#### RE

- Consider why the Bible is important to Christians today.
- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.
- Give examples of how and suggest reasons why Christians use the Bible today.
- Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.
- Discuss their own and others' ideas about why humans do bad things and how people try to put things right.

#### Art and Design

- Explore the work of William Morris, specifically his printed designs for wallpaper.
- Gather ideas for natural designs through first-hand sketching.
- Design and create a printing block based on sketches.
- Print a pattern using 1 or 2 colours using polystyrene printing block.
- Self-evaluate effectiveness of design and printing skills.

#### Learning Value Focus

##### Value:

Tolerance and perseverance.

##### Skill:

Writing, recognising, video shooting and tolerant debate.

##### How Long?

7 Weeks

##### When?

Term 1: Weeks 1-7

##### Continuous Learning:

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

##### Parental Involvement:

Attend documentary film showing at school.

Explore animal habitats in the local area. Play 'guess the animal' only allowing 20 'yes or no' questions. Look at different parts of plants in your garden or out on a walk. Grow some plants from seeds. Practise sketching different items you find on a nature walk or in the garden. Look for natural patterns in the environment.

##### Homework tasks:

w/c 12<sup>th</sup> September - Name 3 amphibians and 3 reptiles. Practise explaining what an amphibian is and what a reptile is. How are they different?

w/c 19<sup>th</sup> September - Find a Creation story from a religion or ancient culture and practise retelling it in your own words, or draw a story map representation of the story.

w/c 26<sup>th</sup> September - Watch 10 minutes of a David Attenborough documentary. Make a list of what makes his work so engaging and effective e.g. How does he speak to engage the viewer? What is the filming like?

w/c 3<sup>rd</sup> October - Choose a foreign language that you do not know but you are interested in. Find out how to say "hello", "thank you" and "My name is ...". Explain to someone why learning a foreign language is important.

w/c 10<sup>th</sup> October - Use a smartphone or an iPad at home to video something. When you watch your video, make a list of positive and negative qualities. What could you improve next time? E.g. angle, sound, light etc.

w/c 17<sup>th</sup> October - Take a walk around your garden and find 4 different plants or shrubs with seeds. How do these plants disperse or spread their seeds? Which one has the best method and why? Practise explaining what you have discovered.

**Key Questions:**

How can you classify different groups of animals?

What do plants need for life and growth?

How are a desert and a rainforest different?

What does the parable of 'The Lost Sheep' tell Christians about God?