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Class: Elm Class Year 1/2 Term: Spring

**Curriculum Unit – Wind in the Willows**

**Writing Opportunities**-

The children will write:

* Innovated animal stories based on Wind in the Willows
* Character Descriptions
* Instructions for their puppets
* New verses to create their own poems

**Key Learning Overview;-**

**Science -** The children will learn about different habitats found in the story ‘The Wind in the Willows’ and those around school. They will explore the different animals that live there and how they adapt to live in their environments. They will also learn about food chains.

**DT -** The children will design and make their own animal finger/hand puppet based on a character from the story.

**Music -** The children will listen with purpose to music for the book by the composer John Rutter. They will choose percussion instruments to create a piece of music to match a scene from The Wind in the Willows.

**Class Novel, key texts and extracts-**

The Wind in the Willows by Kenneth Williams

Extracts of stories by Dick King Smith

How to Wash a Woolly Mammoth by Michelle Robinson

Different examples of instructions – including finger puppets and shadow puppets

Poetry to perform

What is a habitat?

What habitats can be found around our school/in ‘The Wind in the Willows’?

How does an animal adapt to their environment?

What is a food chain?

How do you make a template for a puppet?

How can you join two pieces of felt together?

What is good about my puppet?

How could I improve my puppet?

How can we use music to reflect scenes in the story?

How can we look after our environment?

* Be Curious: Engage in first hand experiences \*Develop an understanding and responsibility for the environment
* Be Knowledgeable: Observe and record findings
* Be Adventurous: Work in the real world with first-hand experiences \*Work practically
* Be Ambitious: Strive for improvement when making a puppet
* Be Creative: Apply new skills to new situations \*Explore alternatives in problem solving situations \*Question ‘What if ..?
* Be Collaborative: Work with others to sing songs and produce music
* Be Reflective: Evaluate their own puppets to make improvements
* Be Positive: Secure and articulate preferences

**Curriculum Shapers**

**Key Questions**

**Key Skills Coverage – Science**

**Prior Knowledge**

**EYFS –**

\* Children know about similarities and differences in relation to places, objects, materials and living things. They talk about how features of their immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

**KS1**

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| \* Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. \*Identify and describe the basic structure of a variety of common flowering plants, including trees.  (Y1 - Plants)  \*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  \*Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  \*Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)  \*Observe changes across the four seasons. (Y1 - Seasonal changes) |

**Key Vocabulary**

**Key Skills and Knowledge**

**living** - things which can grow, move, breathe and reproduce are called **living** things

**dead** – things that were once alive but are now no longer living

**never been alive** – an inanimate object that has never been alive

**basic needs** – the simple things needed by living things to survive

**food** - the material that people and animals eat

**food chain** - the term **food** **chain** describes the order in which organisms, or living things, depend on each other for **food**.

**habitat** - a **habitat** is a place that an animal lives. It provides the animal with food, water and shelter. e.g. ponds, woods, rivers, fields and hedgerows etc.

**micro habitats** - a **micro**-**habitat** is a small-scale, specific **habitat** which supports the survival of certain animals or plants e.g. under logs, rock pools

**Working Scientifically**

\* Explore the outside environment regularly to find objects that are living, dead and have never lived.

\*Classify objects found in the local environment.

\*Observe animals and plants carefully, drawing and labelling diagrams.

\*Create simple food chains for a familiar local habitat from first-hand observation and research.

\*Create simple food chains from information given e.g. in picture books (Gruffalo etc.).

*\**Record: Gather and record data to help in answering questions.

**Knowledge**

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| \*Explore and compare the differences between things that are living, dead, and things that have never been alive  \*Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  \*Identify and name a variety of plants and animals in their habitats, including micro-habitats  \*Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. |

**Key Skills Coverage – Music**

**Prior Knowledge**

**EYFS – Expressive Arts: Exploring and using media and materials**

\* Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**EYFS – Expressive Arts: Being imaginative**

\*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

**Year 2**

\*Sang and performed a class song for an audience at the Open Evening

\*Listened to and described a range of music during the Humans vs Robots topic.

**Key Skills and Knowledge Key Vocabulary**

**Pupils should be taught to:**

\*Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.

\*Know how music is used for particular purposes (for example, for dance, as a lullaby).

\*Experiment with and create a group soundscape for the book Wind in the Willows

\*Play tuned and untuned instruments musically

**percussion-** musical instruments played by striking with the hand or with a stick or beater or by shaking

**dynamics** – how loud or quiet a piece of music is

**tempo** – speed of a piece

**duration-** length of note

**pitch**- how high or low a sound is

**timbre-** the quality of sound

**texture**- layers of sound

**structure-** the order of a piece

**rhythm –** structureof long and short sounds to make patterns

**ensemble** – all instruments in an orchestra or all voices in a choir, playing at once.

**Key Skills Coverage – DT**

**Prior Knowledge**

**KS1**

\*Stitched card stockings for advent calendar using a needle and wool

\*Had experience of using hand and finger puppets in the classroom

**Key Vocabulary**

**Key Skills and Knowledge**

**puppet** - a **puppet** is a figure that is moved by a person, usually for a performance of some kind.

**hand puppet** - the puppeteer uses their fingers and **hand** to work the **puppet**.

**finger puppet** - a very simple type of **puppet** where the **puppet** is placed on a **finger** and worked by moving the **finger**

**join** – to fasten together

**needle** – a slender pointed piece of metal or plastic used for sewing

**thread** – a fine piece of twisted cord used with a needle to sew

**template** – a shape or pattern that is cut out of a hard material (such as metal or plastic) and used to make the same shape and pattern in other pieces of material

**running stitch** – a simple stitch used to join together fabric

**felt** - a soft heavy cloth made by rolling and pressing fibres together

**Design**

\*Use drawings to record ideas as they are developed.

\*Use pictures and words to convey what they want to design/make.

**Make**

\* Cut out drawn shapes from a template.

\*Describe what they need to do next

\*Join fabrics by using running stitch, glue, sewing and tape.

\*Decorate fabrics with attached items

\*Colour fabrics using paint/fabric paint

**Evaluate**

\* Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user

**Technical Knowledge**

\* Know and use technical vocabulary relevant to the project.



