

What I already know...

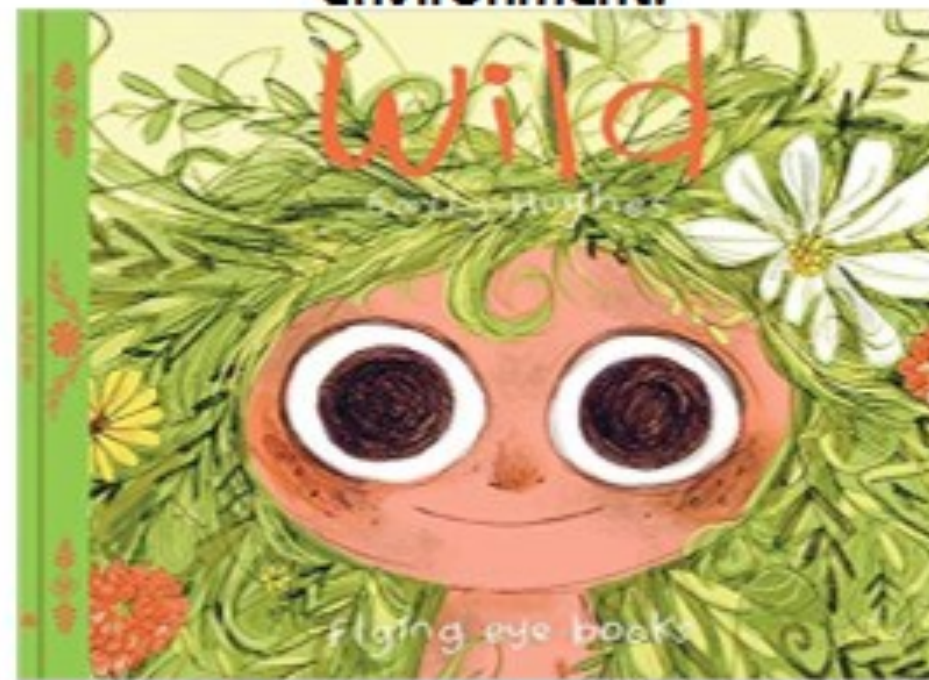
How to use language to create a description of a setting (Y4 Alice)

How to create setting for interest and excitement (Y3 Firework-Maker's Daughter)

How to create original characters and plot (Y3 Southampton Through Time)

# Wild!

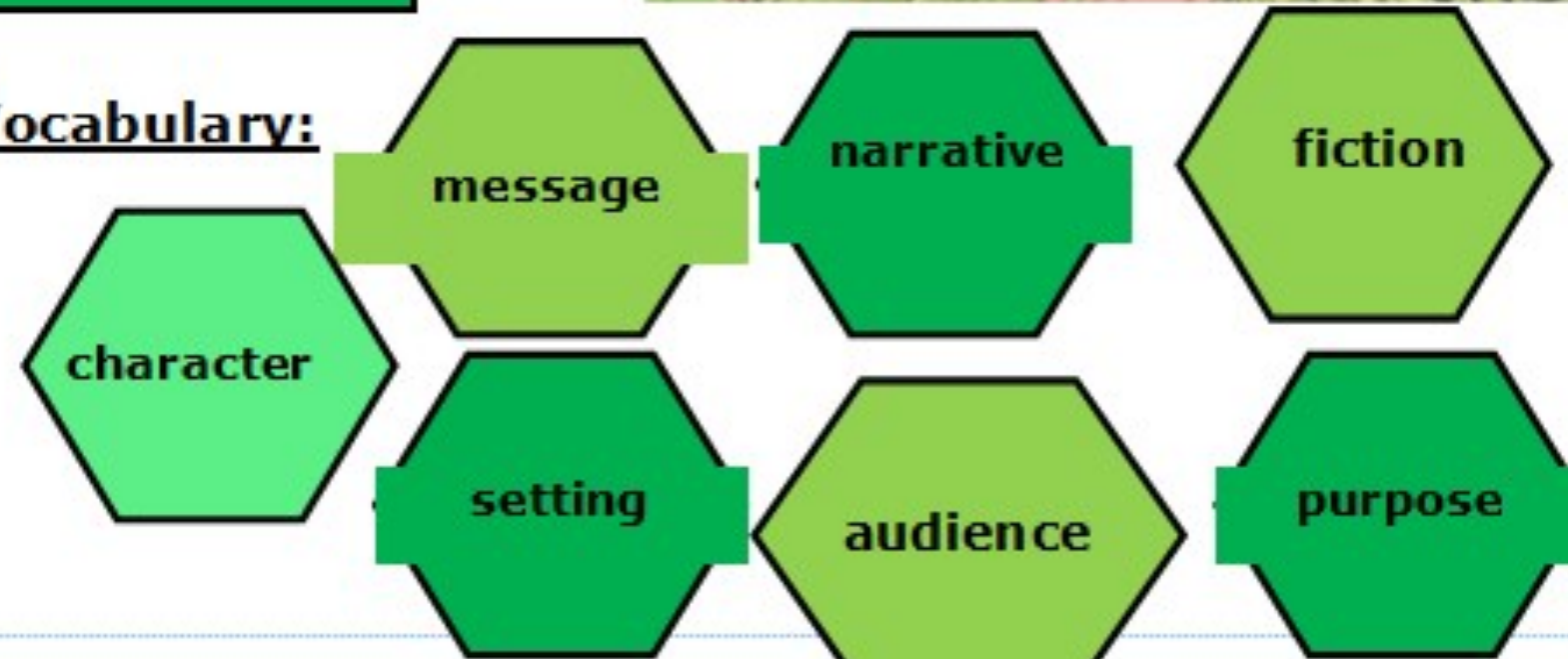
Authors needed! Become immersed in the story Wild! and use your scientific, geographical and literacy skills to write your own story with a message about the environment.



I will learn...

- ⇒ How to **investigate characters** and their feelings
- ⇒ How to investigate the **setting** of a story
- ⇒ How to construct entertaining **fictional** writing which **weaves** together the three elements of **plot**, setting and character.
- ⇒ How to use a story to convey a **message**

Key Vocabulary:



Develop your curiosity and ask questions to explore the 'wild' around us. Use findings to create an original story with a message.

## Year Group half termly topic overview—Spring 2

### **Topic:** Wild

**'Because you cannot tame something so happily wild.'**

Through exploration of the picture book of 'Wild' by Emily Hughes children will be transported to nature. They will reflect on whether we should change our environment.

**Hook:** Homework Exhibition

**Outcome:** Opportunity to share their story with another year group and action plans with the pond PFTA working party.

### **Applied Literacy:**

- Descriptive writing about the setting of the book.
- Non-fiction—Explanation of the impact of deforestation on the Amazon rainforest.
- Impact report of the local environment.

### **PP provision**

- Discussed and unpicked the meaning of subject specific language.
- Opportunity to read and find information about rainforest in advance.

### **Driving Subject(s):** Literacy

- Children will apply their scientific knowledge of animal habitats to create the setting of the story.
- Children will apply the geographical understanding of environmental impact to create story that conveys a message.
- Children construct an entertaining fictional piece of writing that weaves together the three elements of plot, setting and character to affect the reader.

### **Curriculum Links:**

#### **Geography**

- Children will review their learning of climates and using a range of maps will identify the specific areas in which rainforests can be located.
- When looking closely at the Amazon rainforest children will investigate the key characteristics of the climate and regional land use.
- They will explore the human impact on the Amazon rainforest and also our local environment.

#### **Science**

- Children will learn to identify and classify the animals using classification keys.
- Using a food chains children will understand how animals are linked together in a habitat.
- After completing some fieldwork, children will draw conclusions on human impact on the food chains and habitats in our local environment.

#### **Physical Education**

- Children will develop their understanding of orienteering by plotting points on a map of the school.

### **SMSC:**

- Understanding the human impact on rainforest (world impact)
- To know how we impact our local environment and how we can minimise our impact.

### **Community links/Enterprise/Experiences:**

- Residential trip to Avon Tyrrell.
- Scientific and Geographical fieldwork.