

## CONTEXT TITLE: THE BEAR GRYLL'S CHALLENGE

Year: 3/4 Term: Autumn 2017 St Vincent's

### LEARNING CONTEXT

### KEY QUESTIONS (LEARNING INTENTIONS)

### LEARNING SKILLS (NC/EYFS)

### LEARNING OUTCOMES/CHALLENGE/ ASSESSMENT

**Stunning start:** An email arrives from Bear Grylls asking the children to help with his new documentary about life in the British woods...can they research and then make a 10 min film for him?

#### BEAR GRYLLS

6-8<sup>TH</sup> SEP

THE CLASS RECEIVE AN EMAIL FROM BEAR ASKING THE CHILDREN TO HELP WITH HIS NEW SURVIVAL PROGRAMME

' I hear your new project is into the woods and I wonder if this could feed into my new film for Newsround? I want to make a film short promoting the value of our woods and why we should take care of them...can you help'

#### ENGLISH:

Who is Bear Grylls? what can you discover about him?  
what information will you include in your facts under his photo/biography about him?

What steps would we need to go through to make a film? What can we learn from a filmmaker?  
What does Bear include in his films?  
At this stage what do you think should be in the filmshort?

**GEOG:** How are woods shown on maps? Where are our local woods? What do we pass to get to our local woods at Gunnersbury? Follow the route on a local map.

Where are the most wooded places in the uk?

#### Maths:

**RE:** What does Faith mean to Bear Grylls?

Chelsee

- Facts about Bear Grylls or biography
- Steps to success for making a film clip.
- Local and National map showing woods.
- Route to local woods shown on a map

## INTO THE WOODS

(PLANTS AND TREES IN THE WOOD)  
11-19<sup>TH</sup> SEP

(3 weeks)

Email from Bear  
'I have arranged a day in the woods for you so you can research the subject of the film and experience the magic of the forest yourselves'

Visit to natural woodland-19/9/17

**COMPUTING:** How can we use our iPads to capture the shapes, colours and textures of the woods?

Back at school how can we zoom, crop and edit one special photograph?

**ART:** Looking at the work of Jonathan Middlemiss can we explore mark making to create our woodland paintings? ( using sponges, foil, screwed up paper)

**Science:** What grows in our local woods? What do these plants need to survive? Why are they so important to us? How could we show the life cycle of a tree in the wood. How many trees can you name and match their leaves to? As we stand in the woods, what is beneath our feet? What do you notice about this soil? What are different types of soil good for?

**Computing:** Can we use 2Animate to show the lifecycle of a tree?

**SMSC:** How can we help save our woodlands? Is it our responsibility? What can we do? What will happen if we didn't do anything? (Use the text: The Flower, Varmints Wall-e)

**Music:** What song linked to the woodlands can you learn? How can we use instruments to enrich our singing?

**English:** What language and facts will you include in the recount of our trip day? How can we capture what we learned from the woodsman/gamekeeper using speech? What powerful language will you use to write your narrative description of a world with no living things. How can you write a sensory poem about this world?

**RE:** What does the Bible say about caring for our world? What do other Faiths say? What about people of no Faith?

**SURVIVAL**  
2<sup>ND</sup>-20<sup>TH</sup> OCT  
3 WEEKS

Forest skills sessions?

'Now you have seen the environment of the woods you need to know how to survive there with minimum equipment- check out the Channel 4 experiment last year in Scotland...' Bear

**ENGLISH:** What do Ray Mears and Bear Grylls say are the first rules of survival? What information will you include at the end of this block in your Forest survival guide?

**DT:** What natural materials will you use to create your small scale shelter? ( Home task) What recipes can you find that use woodland plants? Can we make nettle soup or blackberry smoothie?

**COMPUTING:** Can you take a photograph of your shelter?

How can we film some of our activities? Can we edit different clips together? What do we think should be in our film now?

**SCIENCE:** How can you clean up the dirty water in the woodland? What can you eat in the wood? How can you light a fire without matches? What first aid do you need to know to look after your team?

**Maths:**

How could we plan our camp using coordinates?

How can we determine the area and perimeter of our camp?

**PSHCE:** What do you want in our camp where would you put things?

**PE:** What skills do you need for successful orienteering?

**ARTS:** What entertainment will you make for the campfire? What do you notice about the work of Andy Goldsworthy? How can we work like him to create woodland sculptures? What natural ingredients can we collect for our sculpture?

MAUREEN BURGESS ?

.Nathan

Professional quality Photograph

Painting inspired by Middlemiss

Lifecycle – animated of a tree

Tree checklist

Soil investigation explanation text

Woodlands song/ soundtrack

Recount of the trip

Speech from someone they met

Sensory poem about a world with no green living things

Note taking about top tips for forest survival

Smallscale shelter and photo

Woodland cooking

First aid notes

Cleaning dirty water using filtration report

Camp maths-area and perimeter

Andy Goldsworthy inspired sculpture

## WOODLAND CREATURES

30<sup>TH</sup> OCT-17<sup>TH</sup> NOV

Steve backshall clips ? Planet earth clips ?  
Non fiction books

'Now you need to know the creatures you are sharing the wood with and which you could eat if necessary' Bear

Animal rescue centre to visit?

**ART:** Can you use the technique of stick and ink wash to create a study of your chosen animal ?  
**ENGLISH:** Can you and your partner sort the fox statements into the 3 categories of true/could be true /not true? What do you want to find out about foxes? Are they victim or villain? Good or bad? How will you use film clips, books, websites and experts to research about foxes? Can you share your expertise with the other year ¼ classes who have researched another woodland dweller?  
**SCIENCE:** What food chain is your creature part of? Show this? What does your creature need to be afraid of? How will you illustrate the life cycle of your woodland creature? What classifications of animals are found in the woods?  
**GEOGRAPHY:** Why do our woods look so different from the jungle in Brazil? How is the habitat different?  
**COMPUTING:** How can we use CrazyTalk to make a creature talk and tell its story? What will your group contribute to our class film-Short about the woods? How will you show what you have learnt?

Ink woodland creature

Statement grid

Note taking about creature around photos

Presentation about creature on A1 board

Foodchain mobile

Life cycle wheel

Woodland animals classification

### Art:

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### English:

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  
Identifying main ideas drawn from more than one paragraph and summarizing them.  
Retrieve and record information from non-fiction  
Organizing paragraphs around a theme  
In non-narrative material, using simple organizational devices [for example, headings and sub-headings]

### Science:

(Y4) Recognize 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.  
Construct and interpret a variety of food chains, identifying producers, predators and prey.  
Recognize that environments can change and that this can sometimes pose dangers to living things.

(Y3) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### Geography:

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

### Computing:

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

## ROBIN HOOD THE LEGEND

20<sup>TH</sup> NOV- 1<sup>ST</sup> DEC

' Find out about one of my heroes –Robin Hood before you make your film.'

**ENGLISH:** What do you glean about Robin as a character from illustrations and photos of him over time? Scribe those words around a photo. After reading the story do your initial thoughts hold true? In the story of Robin Hood re create these moments as freeze frames- his father being attacked, meeting the outcasts for the first time, the fight with Guy of Gisbourne, being made the leader of the outcasts. Now can you add speech bubbles to the photos of your freeze frames? Can you describe the setting under each moment? What would you include in your diary entry as Robin after each key event?

**ART:** Create a drawing of Robin Hood and or his merry men to collage into your chosen woodland photograph ( leaping through the trees action pose) can you use black berol pen and fill in with ink and brush?

**SMSC:** Why did the outcasts live in the woods in Medieval times? Is anyone outcast today? Or feel outside the main society? Is it fair some people are very rich and others very poor?

Chelsea

Robin Hood drawing on photo of forest

4x Freeze frame photos with speech added

Diary entries as Robin

Setting descriptions

Fabulous finish: 4-8<sup>TH</sup> DEC

FILM PREMIER SHOWING CHILDREN'S FILM SHORTS- PROJECT BOOKS ON DISPLAY

11<sup>TH</sup>-20<sup>TH</sup> DEC CHRISTMAS !