

Hook:

Children to find a mystery letter and go on a scavenger hunt. Children to find some magic seeds.



Enchanted Woodland

Focus: Science and Music



Knowledge:

- What are the two types of trees?
- Name some common garden plants
- Name some common wild plants
- What are the different parts of a plant?
- What does a plant need to grow?
- What is a beat?
- What is a rhythm?
- What is an instrument?
- How can I play an instrument quieter or louder?
- What instruments can you name?
- Can we use our bodies as instruments?
- What sounds are high/low?
- How can we use instruments to represent, moods, feeling, events?

Learning Journey:

Go on a nature walk. What can you see, smell? What do plants/ trees feel like? What plants can you see that you know? Introduce different common plants/trees and wild ones. Children to take part in a sorting and matching activity. What is a wild plant? What are common plants? Children to then go back outside and go another hunt with ipads to take pictures of any common/ wild plants.

Learning Journey:

Planting- what do plants need to grow? How do they grow? Talk about what they need to children. Children to plant the seeds they found. Children to keep a seed diary and log and observe the plant growing over the next few weeks.

Body Percussion—What sounds can we make with our bodies? Can our bodies make sounds? Do we only use our voices? What is a beat? What is a rhythm? Children to copy a beat and rhythm as a class, in groups and in pairs.

Learning Journey:

Parts of a plant- What are the different parts of a plant. Do all plants/ trees have them? Are they similar different. Children to label a plants.

Introduce a variety of instruments to the children. Let the children explore the instruments. What sounds can they make? Children to learn the names of instruments and match names to instruments. Does the instrument make a loud/ quiet sound? Can the children follow a beat with an instrument? Sing and play instrument to the beat of nursery rhymes.

Vocabulary:

Instrument, Pitch, Percussion, Brass, String, Woodwind, Experiment, Conductor, Composer, Rhythm, Beat, Sing/ Song/ voice, High/ low, Loud/ quiet
Deciduous, evergreen, plants, stem, leaf, Petal, roots, seeds,

Skills:

- Be able to follow and create a beat or rhythm
- Listen to, sing and perform a range of familiar and unfamiliar songs
- Use different parts of the body to make music
- Play and experiment with a range of different instruments.
- Perform as group using different instruments- combining and exploring sound
- Use instruments to represent different events, moods and feelings
- Asking simple questions
- Work collaboratively in a group.
- Design a sketch of the model and label.
- Evaluate finished piece.
- Use a range and a variety of materials and know their names.—reasons why they have used them
- Observe and classify
- Labelling
- Gathering and recording data
- Predictiona

Learning Journey:

Continue to monitor the plants. Are they all growing? Why might some be growing faster than others?

DT Link—plan masks

Listen to a variety of music- how does it make you feel? How would you move? What instruments can you hear? Children to work in groups and choose a mood. Children then choose instruments to recreate piece of music, recreating a mood.

Curriculum Coverage:

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- explore and evaluate a range of existing product
- build structures, exploring how they can be made stronger, stiffer and more stable
- 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.
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Learning Journey:

DT link- make masks

Children to create their own piece of music for the enchanted picnic, linking to the four seasons. What instruments will they need? What pitch will you play an instrument?

Characteristic foci:

Creativity. Independence

Trip / Visitor:

Botanical garden—
Leicester uni?

Display Plan:

Whole School Shakespeare
board

Outcome:

Enchanted woodland picnic /
whole school project



Enchanted Woodland

Focus: Science, Music and DT



What do they already know?

What is a plant

What flowers are

What a tree is

Some names of instruments

Planning and evaluating

Observing

Using ipads/ laptops

How will they remember it?

Recap previous lessons at the start of each lesson

Class quizzes at the end of lessons

Play KABOOM

Key vocabulary to be displayed around the classroom

Key vocabulary word mats to support those who need it with learning new vocabulary

Talk about prior learning linking to this topics

Which resources will I need?

Seeds

Soil

Plant pots

Instruments

Mask templates and design resources

Paint

Plants