

## Line of Enquiry: Who would live in a habitat like this?

**Subject areas: Art, Storytelling, Science**

### **Habitat: the natural home or environment of an animal, plant, or other organism.**

The learning activities have been designed to use the Kielder Brag project to respond to the line of enquiry Who would live in a habitat like this across three subject areas – art, science and English/storytelling. The activities use direct references to The Kielder Brag but also link with Kielder Water & Forest Park as the setting for the story and as an important habitat for a broad range of animals and plants.

### **ACTIVITY KEY:**

ES – English and storytelling

A – Art

S - Science

Subject	Curriculum links	Kielder Brag
English/storytelling	<p><b>Reading:</b> Reading books that are structured in different ways and reading for a range of purposes. Listening to and discussing a wide range of non-fiction and reference books or textbooks. Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination.</p> <p><b>Writing:</b> Composing and rehearsing sentences orally. Creating settings, characters and plot.</p>	<p>Exploration of The Kielder Brag within the genre of fairy tales, particularly themes and conventions in relation to traditional fairy tales.</p> <p>Pupils watch the Kielder Brag news report (add link here), discuss, and write their own newspaper report. <b>SEE ACTIVITY ES5</b></p> <p>Exploration of fairy tales and their characteristics.</p> <p>Explore words and phrases from the Kielder Brag that capture pupils' imagination and spark their interest in the story. Pupils create word art. <b>SEE ACTIVITY ES2</b></p> <p>Pupils use the story to develop storytelling skills. <b>SEE ACTIVITY ES1</b></p> <p>Exploration of the setting, characters and plot within The Kielder Brag story and pupils' own written contributions.</p>

	<p><b>Evaluate and edit:</b> Assessing the effectiveness of their own and others' writing and suggesting improvements. Read aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Pupils use the story to develop their own creative writing and/or their own ending to the Kielder Brag. <b>SEE ACTIVITIES ES2, ES3, ES4</b></p> <p>Reviewing and responding to pupils' creative writing through storytelling and presentation. <b>SEE ACTIVITIES ES1, ES3, ES4, ES5</b> (see <a href="http://www.storytellingschools.com">www.storytellingschools.com</a>).</p>
Science	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; that they get nutrition from what they eat.</p>	<p>Exploration of the habitats within Kielder Forest and how they support the wildlife living there. <b>SEE ACTIVITIES S2 &amp; A4</b></p> <p>Watch Simon's phone camera footage (include link here) to learn about the brags' habitat. Pupils use the footage to record the findings and evidence using simple scientific language and labelled drawings. <b>SEE ACTIVITY S1</b></p>
Art	<p>How can digital tools be used to edit photographs? What else can you do with a photograph instead of printing it out? Use sketch book to express feelings about a subject, describing likes and dislikes. Use (digital) montage to create images to illustrate the story.</p>	<p>Use the descriptions within the story to create an illustration of the Kielder Brag using drawing or manipulated digital images. <b>SEE ACTIVITIES A1 &amp; A3</b></p>