

# What would Travelling Tiger Find exciting about Great Tew?

## Our Learning Journey.....

1. Would Travelling Tiger like the weather in Great Tew?
2. How would travelling Tiger use a map to find his way around Great Tew?
3. What would appear on Travelling Tiger's map of Great Tew?
4. Where could we take Travelling Tiger for a special outing in Great Tew?
5. How can we create paintings and drawings from our photographs of special places in Great Tew?
6. How can we design a delicious fruit tart to take on our outing to the zoo?
7. What goes on at a local garden centre?
8. What do we need to remember if our plants are to grow?
9. Can we name the different parts of the plants and trees we see?
10. How can we identify the birds that we find in Great Tew and around our school?
11. What can we do to try and attract birds to our school?

## As Geographers can we...?

1. answer some questions using different resources, such as books, the internet and atlases
2. answer questions about the weather and keep a weather chart
3. explain how the weather changes with each season
4. answer questions using a weather chart?
5. Find out about our locality by using different sources of evidence and by asking some good questions to someone else?
6. say what we like and don't like about our locality and explain what makes it special
7. describe some physical features of own locality
8. describe some human features of own locality, such as the jobs people do?
9. explain what facilities a town or village might need?
10. find where they live on a map of the UK?



## Hooks for Learning:

Take Travelling Tiger for a walk around the village.

Visit our local zoo

## As Scientists can we...?

1. compare several things
2. carry out a simple fair test
3. explain why it might not be fair to compare two things
4. say whether things happened as we expected
5. suggest how to find things out and organise things into groups
6. find simple patterns (or associations)
7. identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not
8. use (text, diagrams, pictures, charts, tables) to record our observations
9. describe some of the life processes common to plants and animals, including humans
10. describe what plants need to survive
11. describe how seeds and bulbs grow into plants
12. describe what a plant needs to grow and stay healthy
13. explain that plants grow and reproduce
14. compare how plants grow in different conditions by making measurements
15. identify and compare a variety of plants and birds
16. collect weather data about a local habitat and use it to explain the plants and birds they will find there

### As members of modern Britain we are...

- \* discussing the differences between people, such as differences of faith and ethnicity.
- \*challenging stereotypes.

### Using Technology can we...?

- \*sort birds and trees using a Branch database
- \*control a programmable on screen character.
- \* use a digital camera

### As Talkers can we...?

- \* ask questions, to find out more about our local environment
- \* discuss with our friends how to design and make fruit tarts
- \* collect information and present what we have found out.

### As Artists can we...?

- \* create single line drawings of people and objects in our local environment
- \*create a piece of work in response to another artist's work

### As Designers can we...?

- \*describe our design using pictures, diagrams and words.
- \*weigh our ingredients accurately.
- \*use tools and equipment safely.
- \*make a delicious fruit tart
- \*evaluate our design and say what we would want to improve if we did it again.



### As Thinkers can we...?

- \*think about how we feel about our local environment and how we could improve it
- \*channel our thoughts and emotions into our drawings

### As Writers can we...?

- \* write poetry to make people laugh
- \* write an adventure story.
- \* write an information text about birds and trees.

