Town Mouse / Country Mouse

English

- Listen to, reading, discuss and express views about, about country, village, town and city life from a range of texts, some at a level beyond that at which they can read independently
- Different versions of Town Mouse Country Mouse story - including one in French
- Write letters/emails about real events/information to pupils in a contrasting school. Write letters as one mouse to another.
- Non-fiction – science research living things/habitats and write non-fiction explanation information poster about food chains/habitats

Art and Design

- Design 3 habitats and make images for 3D display
- Create images through photography investigate scale and the photography of SLINKACHU. Relate to microhabitats.

Computing

- Use directional language basic language for a floor robot- eg BeeBot to get to the correct habitat
- Learning about sequences of instructions, finding errors in sequences and predicting the outcomes of sequences of instructions

Design Technology

- Design and make a vehicle for the Town and Country mice which will travel down a slope.
- Visit a local garage or car show room, mechanic talk to the children about features of vehicles, do a traffic survey.

Applied Maths

- Statistics - traffic survey
- Measures - accurate measuring to make DT car
- Food chain times tables action game
- Position and direction, with mapping

Geography

Contrasting school link to be arranged before Unit begins

- This Unit uses the story of Town Mouse and Country Mouse to introduce thinking about the differences between town/city life and rural life
- The class will link to a school in a contrasting locality. Pupils will write to each other to find out about their differences and similarities, physical and human features - transport, communications, food, work, healthcare, schools, green spaces, leisure
- UK countries –capital cities, aerial photos/ maps/ key
- The class will build two small world layouts to compare what is the same or different. Identify that it is more complicated than the original story these days
- The Unit can conclude with SKYPE or equivalent party- when the children get to talk to their penfriend. If possible one school class can visit the other, so they can talk in person

Science

Living things and their habitats

- Look at a live fly, a dead fly and a plastic fly (flower, spider etc) to understand what is living, dead, and things that have never been alive
- Send pupils on the Alive or Dead Hunt in school grounds
  Create habitats display–make Arboreal, Terrestrial & Aquatic sections
- Play the habitat matching game alongside research to answer unknown animals/habitats
- Put pictures of creatures in the correct habitat on the wall display
- Explore a microhabitat in the school grounds
- Simple food chain active game – pupils play the part of a creature or plant in the food chain and have to catch their food. The predator gets everyone eventually dies and decomposes to feed the plants again.

Music

- Describe musical elements such as pitch, tempo, duration and dynamics
- Represent environmental sounds using instruments/body percussion
- Work with others to create a soundscape

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