



Carnival of the Animals



Rationale

To understand that animals can be categorised into five different groups and the criteria that defines each group. To be able to identify and describe a range of animals from around the world and discuss their habitat, diet and needs for survival.

Creativity	Independence	Aspiration
The creation of a non-fiction book; Carnival of the Animals musical accompaniment and parade.	Self-organisation for the creation of an information book; research; application of musical instruments.	To increase our knowledge of the animals and locations of the world.

Spark

We visited the Yorkshire Wildlife Park to see a wide range of animals from around the world.

Learning Celebration

We presented our own carnival of animals to our families.

Role Playing/Life Skills/Real Learning

We used our environmental reading skills to understand the conservation issues for the animals we saw.

Community Cohesion

We linked with the Stamford Welland Academy to use their music facilities and study our chosen piece of music with the input of their music experts.

Out of Classroom Opportunities

Visit to Yorkshire Wildlife Park.

Home Learning Activity

<https://yorkshirewildlifepark.com/>
<https://www.youtube.com/watch?v=wBGEf4urGNo>
<http://animals.nationalgeographic.com/animals/>

Computing and E-safety

In addition to using key terms in search engines for research, this term we have looked at control and programming.

Links to discrete subjects:

Literacy: Non-chronological reports; acrostic poems; Fact files.

Music: Carnival of the Animals by Camille Saint Saens

Geography: Oceans and continents; use of maps/atlases; contrasting locations.

Science: Describing animals, survival, offspring, animal groups, food chains, habitats.

British Values

We considered respect for animals and the role of establishments such as the Yorkshire Wildlife Park in conservation.

Promoting Health and Wellbeing

Safety around different animals; personal hygiene – washing hands after touching animals.

Steps to success

Our topic began by visiting the Yorkshire Wildlife Park, where we saw a range of animals from around the world and increased our understanding of habitats, food chains, and conservation.



The children were fascinated to see the real life size of some of the animals and used the information boards to further their knowledge of some animals and as a foundation for learning for others.



Back at school, the children used the information gained from their visit as a starting point for the creation of a non-fiction book about animals of the world. They used books from the library, fact files and internet research to add additional information.

We visited the Stamford Welland Academy, where we watched a performance of The Carnival of the Animals and after studying the music, added our own musical accompaniment with tuned and un-tuned instruments.



We contrasted the home of the Polar bear in the Arctic and the home of the lion in Kenya with our own location in terms of climate, landscape, animals and the way of life and decided that life in the Arctic is “harsh and difficult” and that you’d have to be very “self-sufficient and independent” to live there and that for opposite reasons, Kenya would be challenging too. Overall, we decided that we are very lucky to live in the United Kingdom!

As a final celebration of our learning, we performed our own Carnival of the Animals dance for our families.