

Mantle of the Expert: Park Keepers

What can the children do? How can we increase the challenge in each step? What can we prepare as givens? What will the teacher do? What will the children do? What will we do together? How will we publish what we know at each stage?

<p>Step 1: Theme</p> <p>Woodland habitats and creatures</p>	<p>Step 2: Overview of learning</p> <ul style="list-style-type: none"> Knowledge: Plants and animals in a woodland; what animals need to survive; names of some trees; how woodlands change throughout the seasons; Skills: simple map drawing; large and small-scale building skills; tree/plant identification; identifying animal footprints; animal identification Understanding: how people affect habitats; the responsibility we have to look after woodlands and animals 	<p>Step 3: List of things that make the theme interesting</p> <ul style="list-style-type: none"> Woodlands Animals in the woodlands The Gruffalo/ other mythical creatures (possible direction to take) Tracking animals Learning outside the classroom Percy the Park Keeper – use of books/stories and problems 	<p>Step 4: Generate questions for inquiry <i>Social, political, historical, environmental, critical, ethical, philosophical, spiritual</i></p> <p>What responsibilities do we have towards wild animals? How should we treat wild animals? Should habitats be destroyed so that people can have what they want? How can we care for wild animals? What do woodland animals need to survive?</p>
<p>Step 5: Invent a narrative – include tension, location and time</p> <p>Tensions: habitat destruction; animals in danger; missing animals; imminent threat of eg a tree about to be cut down; discovering injured animals</p> <p>Time: Past: habitat being destroyed. Animals have found themselves homeless. Houses have been built where the animals once lived Present: The team is trying to create a new woodland and help the creatures from the old woodland Future: Considerations of how to protect this new woodland and ensure the animals remain safe</p> <p>Location: A fictional, co-created woodland</p>	<p>Step 6: Select the expert team and list powers, responsibilities and values</p> <p>Team: Animal Experts</p> <p>Powers: To look after animals; to move animals where necessary; to educate others about animals; to listen to those who are worried and to help them out</p> <p>Responsibilities: To care for animals; to look after the woodland; to educate others about the woodland and its creatures; to listen to other points of view about the woodland; to be available for people to come and share their problems</p> <p>Values: To care for wildlife and prioritise the needs of the animals; to treat every creature with respect; to only intervene where necessary; to ensure they flourish; to help people with any problems they have</p>	<p>Step 7: Decide on the client and their role, purpose and authority</p> <p>Percy the Park Keeper: has been tasked by the Spirit of the Woodlands to make things better for the local wildlife by creating a new woodland and protecting it and the wildlife.</p> <p>Role: To bring the team together to create a new woodland habitat; to help to educate children about woodland animals and their needs; to be perplexed and not sure how to proceed with his task to create a new woodland. . .</p> <p>Authority: low/middle; he needs the team’s help as he can’t create a woodland alone. He needs support to care for the animals as they are widespread.</p>	<p>Step 8: Devise the commission</p> <p>Percy the Park Keeper has discovered several wild animals that have been made homeless. This is because their previous habitat has been destroyed to make way for houses, so they are homeless. He needs the children to help him to design and create a new habitat for these creatures; to ensure each one has a suitable habitat and to oversee the care of them and the woodland.</p>
<p>Step 9: Other points of view</p> <ul style="list-style-type: none"> The animals The housing developers Percy The trees Visitors to the woodland Mother Nature/ the Spirit of the Wood 	<p>Step 10: Possible team tasks and classroom activities: Percy’s Problems</p> <ul style="list-style-type: none"> Find out about creatures that might live in a woodland Deciding which trees should be planted in the woodland Find out about their different homes Design and make a woodland Make posters to go up around the woodland Write to housing developers Identifying any new plants and trees that grow in the woodlands Identifying new animals that arrive in the woodlands Deciding how to care for different animals Observe and make notes on the woodland animals’ movements, habits and so on Monitor and care for the different creatures in the woodland 	<p>Step 11: Possible EYFS and NC links <i>Subject to change as the mantle develops</i></p> <p><i>See highlighted objectives below</i></p>	<p>Step 12: Sequence of steps into the fiction</p> <p>See below for steps</p> <p>7 aspects of planning a start:</p> <ol style="list-style-type: none"> What’s happening? Location, people, events? What signs are there for the students to interpret – words, pictures, movement? What’s going to attract their interest – the tension? What questions are raised – the inquiry? What tasks are the students going to do to bring them into the fiction? How are students going to take on the mantle of the expert team? How are they going to be introduced to the client and the commission?

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Steps in:

Step 1:

Share a range of 'Percy the Park Keeper' books with the children before the Mantle begins – this will introduce the role of Percy.

Step 2:

Co-creation of a large model hedgehog as a class.

Step 3:

Teacher narrates the hedgehog's story using images of fictional woodland and images of it being destroyed to make way for houses – children are invited to step into role as the hedgehog, feeling lost and homeless. What dangers might you face as a hedgehog without a home?

Step 4:

Gather children around again and say: Luckily, just as the hedgehog was about to give up, he heard a kind voice...

Step 5:

Create a masking tape square with a small hedgehog inside of it. Invite children to watch carefully because X (teacher/ta) is going to represent someone else. AIR steps into the square, puts on an 'outdoors' type jacket, picks up the hedgehog and speaks to it kindly e.g. 'Oh, hello -you're not looking too good. You must be far from home... come with me.' Adult pauses.

Step 6:

Wonder aloud who this might be. As children identify that it is Percy the Park Keeper wonder again what he might do with this hedgehog. Shall we talk to him to find out?

Step 7:

Bring the role to life. Children interact with the role – AIR to ask their advice for how to care for the hedgehog. Explain that 'This isn't the first animal I've found – did you hear about the woods that were destroyed nearby? They were making houses for people to live in, but it means lots of animals have nowhere to live!'

Step 8:

Facilitating adult to wonder aloud whether we could help with this – could we make somewhere for the hedgehog and other animals to live? Let's plan it out together.

Step 9:

Children draw and then make a habitat for the animals – e.g. a park or woodland. AIR as Percy to ask them whether they can help him look after these woods and the hedgehog.

Possible EYFS/NC links

(note: PSED, PD, C&L, Maths, Literacy covered throughout and discretely; PE and Music covered discretely)

	UtW: The World	UtW: Computing	UtW: Peoples and Communities	EAaD: Exploring and using media and materials	EAaD: Being Imaginative
30-50	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world; Can talk about some of the things they have observed such as plants, animals, natural and found objects; Talks about why things happen and how things work; Developing an understanding of growth, decay and changes over time; Shows care and concern for living things and the environment.	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.; Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones; Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images; Knows that information can be retrieved from computers	Shows interest in the lives of people who are familiar to them; Remembers and talks about significant events in their own experience; Recognises and describes special times or events for family or friends; Shows interest in different occupations and ways of life; Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Explores colour and how colours can be changed; Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects; Beginning to be interested in and describe the texture of things; Uses various construction materials; Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces; Joins construction pieces together to build and balance Realises tools can be used for a purpose.	Developing preferences for forms of expression. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40-60	Looks closely at similarities, differences, patterns and change.	Completes a simple program on a computer; Uses ICT hardware to interact with age-appropriate computer software.	Enjoys joining in with family customs and routines.	Explores what happens when they mix colours; Experiments to create different textures; Understands that different media can be combined to create new effects; Manipulates materials to achieve a planned effect; Constructs with a purpose in mind, using a variety of resources; Uses simple tools and techniques competently and appropriately; Selects appropriate resources and adapts work where necessary; Selects tools and techniques needed to shape, assemble and join materials they are using.	Create simple representations of events, people and objects.
ELG	Children know about similarities and differences in relation to places, objects, materials and living things; They talk about the features of their own immediate environment and how environments might vary from one another; They make observations of animals and plants and explain why some things occur, and talk about changes.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children talk about past and present events in their own lives and in the lives of family members; They know that other children don't always enjoy the same things, and are sensitive to this; They know about similarities and differences between themselves and others, and among families, communities and traditions.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes; They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
ELG+	Children know that the environment and living things are influenced by human activity; They can describe some actions which people in their own communities do that help to maintain the area they live in; They know the properties of some materials and can suggest some of the purposes they are used for; They are familiar with basic scientific concepts such as floating, sinking, experimentation.	Children find out about and use a range of everyday technology; They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past; They know that other children have different likes and dislikes and that they may be good at different things; They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Children develop their own ideas through selecting and using materials and working on processes that interest them; Through their explorations they find out and make decisions about how media and materials can be combined and changed.	Children talk about the ideas and processes which have led them to make music, designs, images or products; They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.

Art & Design	Computing	Design Technology	Geography	History	Science (investigation skills ongoing)
<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.</p>	<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make 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 variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Cooking and nutrition Use the basic principles of a healthy and varied diet. Understand where food comes from.</p>	<p>Locational Knowledge Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p> <p>Human and physical knowledge Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time; They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods; They should use a wide vocabulary of everyday historical terms; They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; Events beyond living memory that are significant nationally or globally; The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; Significant historical events, people, places in their own locality</p>	<p>Plants 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.</p> <p>Animals, including humans Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; Identify and name a variety of common animals that are carnivores, herbivores and omnivores; Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.); Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Everyday materials Distinguish between an object and the material from which it is made; Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock; Describe the simple physical properties of a variety of everyday materials; Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal change Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>