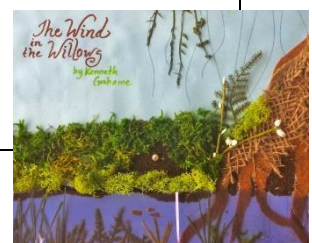




Forest Discovery Day - Fantasy Forest: Wind in the Willows

Year Group(s) KS2- lower

<p>Objectives:</p>	<ul style="list-style-type: none"> To learn about the creatures and setting of Wind in the Willows. To work with different forest materials.
<p>Links to National Curriculum Programme(s) of Study:</p>	<p><u>English</u> *Develop an increasing familiarity with a wide range of books. *Discuss words and phrases that capture the reader's interest and imagination. *Identify how language contributes to meaning</p> <p><u>Science</u> *Recognise that environments can change and can pose danger to living things (human impact).</p>
<p>Key Questions/ points:</p>	<ol style="list-style-type: none"> To compare the animals that feature in the Wind in the Willows and learn some facts about them. To begin to understand the importance of a riparian woodland and how the forest and river mutually benefit each other. To look at how language choice impacts on the meaning and emotions that the reader is made to feel. To use an open fire safely to cook. To understand that we have a role to play in looking after our landscapes.
<p>Programme of Activities: These will be the types of activities on offer. However, they may be subject to change depending on timings and the age/ experience of the pupil.</p> <p>Introduction to the session: Wind in the Willows characters *What can you tell me about Wind in the Willows? Where is it set? What characters are in it? What is the storyline? <i>If children are not familiar with the book, talk about what it is- use a story stick or map to precise the story.</i> *Look at the animals from the book: ratty (water vole), toad, badger, mole, weasel and stoat. Play animal top trumps. Split into 6 groups each has animal fact file. Leader will say a category, for example 'lifespan'. The animal with the longest wins 6 trees, the shortest 1 (trees being a pipe-cleaner or other token). Which animal will come out on top?</p> <p>Setting: Riparian woodland *Introduce to the term. What is it? Why is it a good habitat? Look at the ways that the river and trees benefit from each other. *They will produce a model of a riparian forest using natural materials.</p>	





Into The Wild Wood

*Read the description of Mole's adventure into the wild wood.

There was nothing to alarm him at first entry. Twigs crackled under his feet, logs tripped him, funguses on stumps startled him for the moment by their likeness to something familiar and far away; but that was all fun, and exciting. It led him on, and he penetrated to where the light was less, and trees crouched nearer and nearer, and holes made ugly mouths at him on either side.

Everything was very still now. The dusk advanced on him steadily, rapidly, and the light seemed to be draining away like flood-water. Then the faces began. It was over his shoulder, that he first thought he saw a face; a little evil wedge-shaped face, looking out at him from a hole. When he turned and confronted it, the thing had vanished.

He quickened his pace, telling himself cheerfully not to begin imagining things, or there would be simply no end to it. He passed another hole, and another, and another; and then - yes! - no! - yes! certainly a little narrow face, with hard eyes, had flashed up for an instant from a hole, and was gone. Then suddenly, every hole, far and near, seemed to possess its face, all hard-eyed and evil and sharp.

Then the pattering began. He thought it was only falling leaves at first, so slight and delicate was the sound of it. Then as it grew it took a regular rhythm, and he knew it for nothing else but the pat-pat-pat of little feet still a very long way off. As he listened anxiously, leaning this way and that, it seemed to be closing in on him.

The whole wood seemed running now, running hard, hunting, chasing, closing in round something or - somebody? In panic, he began to run and ran into things, he fell over things and into things, he darted under things and dodged round things. At last he took refuge in the deep dark hollow of an old beech tree. And as he lay there panting and trembling, and listened to the whistlings and the patterings outside, he knew it at last, that thing which the Rat had tried to shield him from - the Terror of the Wild Wood!

As we read the passage, underline any words or phrases that make it seem like the forest is attacking Mole (confronted, tripped him, advanced on him etc).

Also underline any words that make it seem like he is rushing through the forest (-ing verbs and repetition to make it go on, short sentences).

Look at the words that make the forest seem like it is attacking Mole. Discuss how the author uses personification to do this- he is making them have the traits of a human/ animal.

*Create some words for our forest that use personification to make it seem scary. (The trees hunched over, closing in on their enemy.)

*Create some words that make the forest seem inviting. (Sunlight danced through the trees, as the branches gently tickled his skin.)

Discuss how we have created different emotions for exactly the same setting by our choice of words and giving the objects human characteristics.

Create a tree face using clay and natural materials. Could they find a hole to put it in like in the story?



Messing around on the river!

*Give the children a range of materials to create a boat from: sticks, corks, straws, sponges. They need to select and create a boat. How will they secure it? Will they add a sail? Give them a few ideas to get them going.



Once the boats are made, we will test them either on the pond or in trays so we don't lose them!

Talk about which made the best boat. Why? Discuss the properties of the different materials, how they were secured etc

[How to Build a Boat: 25 Designs and Experiments for Kids | Inspiration Laboratories](#)
[5 Ways to Make Boats | A STEM Activity - Mud Paper Scissors](#)

*Walk to the pond to see an example of riparian woodland. Look at what is there. Walk around and find favourite view. How does it feel being by water? How is a pond going to be a different sort of a habitat to a river? Talk about no flow, same water, not a corridor for wildlife like river.

Into the Wild Wood

*Walk back from the pond the back way to imagine going deeper into the wood. Look at the different habitats as we go- look at where the badger holes are at the top of the wood.

*Find some badger facts out from the cards in the trees. Which fact amazed you most? Why?

Forests and clean water

Toad has a brief stint as a washerwoman which he is not very good at.

He fetched tub, soap, and other necessities from the cabin, selected a few garments at random, and set to.

A long half-hour passed, and every minute of it saw Toad getting crosser and crosser. Nothing that he could do to the things seemed to please them or do them good. He tried coaxing, he tried slapping, he tried punching.

Toad will need some clean water to wash with but we only have this bucket of dirty brown water. We need to clean it.

*How do forests clean the water that we use?

Discuss how this happens (p58/9 of 'Can you hear the forest talking?')

*Children to make a water filter by recreating a forest floor (see p59 of book above).

Give each group some dirty water to put through their 'forest floor' to see who can get it the cleanest for Toad's washing.

The picnic

'Hold hard a minute, then!' said the Rat. He climbed up into his hole above, and after a short interval reappeared staggering under a fat, wicker lunch basket. 'Shove that under your feet,' he observed to the Mole.

'What's inside it?' asked the Mole, wriggling with curiosity.

'There's cold chicken inside it,' replied the Rat; 'coldtonguecoldhamcoldbeefpickledgherkins-saladfrenchrollscresssandwichespottedmeat-gingerbeerlemonadesodawater----'

What impression does rolling all the words into one give you of the picnic?

We are going to create our own but a picnic in the woods rather than on the river.

*ginger beer or lemonade

*pizza in a bap

*toast marshmallows

As children are waiting to come to cook their piece, they will do some form of mindfulness art around the campfire. For example:



Using willow wands, children to have a go at creating a fish.

It could just be the outline or they could have a go at filling the fish.



How can we look after what we have?

Think about how the landscape of ratty and mole has changed since the book was written (1908).

*Draw out how we are one of the most depleted nations for nation.

*How can we help change this?

Maybe show the WWT film in the centre.

[Wind in the Willows – a message for a Wild Future - Norfolk Wildlife Trust](#)

**The Heart of England Forest
Learning and Skills**



[The Wind in the Willows | Official Trailer | - YouTube](#)