

Literacy

- .Create a **profile** for 'Crumbs' the Wilton Windmill Mouse
- .Investigate the genre of **fables**
- Read the Town Mouse & Country Mouse fable
- .Describe the windmill from a mouse's point of view using **synonyms** for 'large'
- .Send a **postcard** to the Town Mouse before his visit telling him all about the windmill.
- .Write **instructions** for making a loaf of bread
- . 'Windmill' make a collection of **compound words**
- .Read and recite poems about the wind and windmills.
- .Write a **poem** about the wind
- .Talk about the character Don Quixote who imagines windmills are giants conjured up by a wicked enchanter.
- .Use **personification** to describe the windmill as a giant.
- .Investigate the **origins of sayings** linked to milling:
 - "Grist to the mill"
 - "Grind to a halt"
 - "Set the themes on fire"
 - "Rule of thumb"

Music

- Composition:** 'The Windmill' with the sound of the wind as the **ostinato**. Which are the wind instruments of the orchestra?
- Listening:** Debussy - "West Wind," from Preludes, Book 1

History

- .Create a **timeline** showing the development of windmills.
- .**VICTORIANS:** Meet the miller & learn about his family. Step back in time to 1851 when you visit Wilton Windmill and find out:
 - What** was happening in the Wilton Village and the wider world?
 - How** were the industrial revolution and the rise of factories affecting the countryside?
 - Where** did the children go to school in 1851?
 - What** was everyday life like without electricity? Work out which household items would not be in a Wilton cottage in 1851.
 - How** did goods and people travel? (Kennet and Avon Canal and the rise of the Great Western Railway)

Art

- .**Draw** the view from the windmill window and from the window of the Town Mouse.
- .**Design and make** 'mouse' masks.
- .**Make** mouse finger puppets.
- .**Design** a souvenir tea towel for Wilton Windmill.
- .**Observational drawing** of wheat and interesting features of the windmill.



Geography

- .**Compare** town/country **localities** (link to Town and Country Mouse fable)
- .**Design and build an anemometer** as part of a class weather station
- .**Discuss renewable energy** and the siting of wind farms.
- .**Debate** the objections of local communities versus the need for renewable energy.
- .How did the windmill builders of 1821 decide the **location** for Wilton Windmill? Decide which **geographical factors** that influenced their choice.
- .**Food miles:** What is the journey from field to shelf for a loaf today? **Compare** with food miles in 1821 (wheat sheaves were delivered to the windmill from the surrounding fields. Flour was then delivered to local bakers)

Design technology

- Design and make a windmill toy** for a younger child.
- Design and bake small loaves** focussing on use of different seeds and loaf shape as design variables. Hold a 'tasting'. Evaluate.
- Design packaging** for your loaf to sell at a local bakery.
- Design a 'Visitor Centre'** for Wilton Windmill. Use the mill's local surroundings as **inspiration** for the design. Consider the impact on the environment and the use of **'green' technology** for your project.

Science

- Forces:** Forces at work within windmill. Wind power/air resistance used to turn the mill stone and lift the sacks inside the mill.
- Forces at work: mark the **direction of forces** on a cross section of the mill.
- Study the two types of sails that maximise efficiency in variable wind conditions.
- AT1:** Which shapes offer the most air resistance?
- Create your own **investigation**.
- Separating Materials:** Separating the husk from the grain

PRIMARY TOPIC WEB

Numeracy

- Rectangular sails** - create rectangles with different **areas**.
- Make a **pattern** from **tessellating rectangles**.
- Study the patterns of the crop circles that have been found near the windmill.
- Create a **symmetrical** crop circle design. (ICT)