



School and Group Visits at Bucks County Museum and Roald Dahl Children's Gallery Workshop Curriculum Links

Mr Twit's Disgusteous Beard: Year 2

Workshop Outline

(All timings are approximate)

20 minutes - introduction to the workshop and activity

The Learning Team will re-tell the part of the story where Mrs Twit puts her glass eye into Mr Twit's beer mug! The class will then learn about the disgusteous nature of Mr Twit's Beard...!

20 minutes - brain storming

In small groups with an adult, the children will brain storm all the ways they can ensure they don't grow up to be like the Twits. They can write or draw their ideas on the brain storming sheet and discuss why they should remember these things. At the end each group will be asked to share what they feel are their best ideas.

20 minutes - making the beard

The children will be told that they are making something to help them remember why they don't want to grow up and be like the Twits. Each child will be given an A4 board with a mirror stuck to it. The idea is they will use brown tissue paper and a glue stick to create a beard around the mirror so that when they look in the mirror, they can see themselves looking like Mr Twit! The challenge here is to be messy – it will take the children a little while to get used to the idea that their beard should be bumpy, uneven and scraggly!

20 minutes – making the beards truly disgusteous

Once all the children have done the beards they then need to decorate them. Using self-adhesive shapes, they then need to fill the beards with the food, like mouldy cornflakes, that could be found in Mr Twit's beard. Adding delightful elements like snot and ear wax is at the children's discretion....!

10 minutes –collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely mirrors get damage or lost this way! The brain storming sheets are also given to the teacher.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ English: Reading – comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - Discussing the sequence of events in books and how items of information are related



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- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

★ Science: animals, including humans

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

★ Art and Design

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art
- Design techniques in using colour, pattern, texture, line, shape, form and space

★ Design and Technology

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate their ideas and products against design criteria