



Cedar. Cherry, Rowan,  
Out of Africa

**Literacy Text – Pig Heart Boy – Malorie Blackman**

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p><i>In the beginning, life on Earth started as a single cell in a warm shallow sea 3.8 billion years ago. Life started small, but over time it evolved and grew in complexity down the millennia until today when the Earth is teeming with millions of different species of plants, animals, fungi and microscopic organisms, including us – more than 7 billion human beings.</i></p> <p>Design what you think humans will look like in 10,000 years' time.</p>	<p>Colouring resources</p> <p>Plain paper</p>
Knowledge Harvest			<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• What is 'evolution'? (Gradual change over time)</li> <li>• Where is the evidence for evolution? (Fossils and DNA)</li> <li>• What is meant by 'adaptation'? (Plants and animals change to suit their environment)</li> <li>• Why is there so much diversity of life on Earth? (Offspring are not identical to their parents)</li> </ul> <p>Fold paper into quarters with each of these questions on them. Using their existing knowledge (from home learning) what do they know? Record it in one coloured pen. Using another coloured pen, what do they want to find out? Write questions. These could be written on post it notes for display too.</p> <p><b>Activity 2</b></p> <p>Who is Charles Darwin?</p> <p>Write a description about Charles Darwin and what he is famous for.</p>	<p>Home learning books</p> <p>iPads</p>

Big Picture			<i><b>First there was the big bang! Then life began on Earth 3.8 billion years ago. But when did humans arrive and where did we come from? If we can find out the answer to these questions perhaps we can figure out where we are heading in the future...</b></i>	
Science 1	Know about the major classifications of living things Know about the effects of food chains in a variety of environments	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  Give reasons for classifying plants and animals based on specific characteristics	<p align="center"><b>Create a Time Line Coming Out of the Sea</b></p> <p>Revision - Look at the different animal groups: Mammals Reptiles Amphibians Fish Re cap on carnivores, herbivores, omnivores, invertebrates, vertebrates,</p> <p>Classification of sea animals Vertebrates Invertebrates Diet Habitat</p>	iPads - research
Science 2	Know that changes in the environment have effects on living things	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	<p align="center"><b>Reptiles grew bigger – the dinosaur era Continue the time line</b></p>	iPads - research
Science 3	Understand what survived the dinosaur extinction and why.	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	<p align="center"><b>Big Write – ‘I’m a Survivor’</b></p> <p>Write about what survived the dinosaur extinction and how it was able to do so.</p>	Notes from previous lessons Time line
Science 4	Know about ways in which plants reproduce	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Describe the life process of reproduction in some plants and animals	<p align="center"><b>Insects and flowers evolved together Continue the time line</b></p> <p>Create pictures and illustrations of what plants looked like. What plants attracted the insects? Make a booklet on the plants and insects.</p>	iPads - research
Science 5	Know that some characteristics of humans	Identify how animals and plants are adapted to suit their environment in	<p align="center"><b>The First Humans Evolved Continue the time line</b></p>	Images of evolution Charles Darwin

	are influenced by their environment	different ways and that adaptation may lead to evolution	Are we still evolving? Create a time of how humans evolved.	
Science 6	Know that some characteristics of humans and other animals are inherited from their parents	Describe the life process of reproduction in some plants and animals	<b>Human inheritance versus environment</b> <b>Create Venn Diagrams of their hereditary information.</b> Colour of their eyes, hair and their parents. Look at their family tree.	<b>Home Learning</b> – Find out information about their parents genetics, eg, hair colour, eyes, etc Complete a table
Science 7	Know about the effects of food chains in a variety of environments	Describe the life process of reproduction in some plants and animals	<b>Natural Selection and Evolution</b> Rewrite the story of the peppered moth – See Topic Document p53  EXTENSION TASK – is there life in space?	Story p53
Technology 1	Be able to select the most appropriate available tools and materials for a task	Understand and apply the principles of a healthy and varied diet	<b>Make a healthy meal</b> Look at the diet of early humans. Did they cook food or eat it raw? Think about the food available. Look at teeth, have they changed over the years? Why? Create a prehistoric menu and a 21 <sup>st</sup> century menu.	Menus Food Tools
International 1	Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups		Look at how bacteria spread and evolve around the world. Why are we vaccinated for some diseases? Create information about a current medical issue – CORONA VIRUS (COVID 19) How to keep safe	Newspaper reports IPads
<b>Exit Point</b>			Hold an evolution museum for parents with all the learning. Quiz	
Reflection	What do the children know?			