



Elm, Maple, Walnut Land, Sea and Sky

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point		<p>Children to create leaves and animals for home learning and decorate classrooms in rainforest style.</p> <p>Discuss as a class what habitats are and how animals are uniquely adapted to their environments. Link to how humans are adapted to their environments and how we have changed since birth to adapt further to the world around us.</p> <p>List some common adaptations of animals and discuss how they are suited to where that animal lives and the lifestyle they lead.</p> <p>Using laptops children to design their own creature using: https://switchzoo.com/zoo.htm</p> <p>Show children how to copy and paste the image into a word folder. Underneath they are to name their animal and describe where it would live and why it is adapted to that environment.</p>		
Knowledge Harvest		<p>Children to split their page into 4 boxes and write bullet point answers to each of the 4 questions.</p> <ol style="list-style-type: none"> 1. Where does all the water in our seas, lakes and rivers come from? 2. What do we think is under the sea? 3. What lives near water? 4. What questions do the children want to ask? <p>If available children to log onto teams and add their questions to the class page so that questions can be answered over the course of the term.</p>		
Big Picture		Plants and animals can adapt to living almost anywhere on our Earth. Wherever we look on the land, in the sea and in the sky, we find living things that have evolved in unique ways just to live there.		
Science 1 (SJ)	2.01a Be able to carry out simple investigations 2.01b Be able to prepare a simple investigation which is fair, with one changing factor	<ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, 	<p>WALT: Identify and label the parts of a plant.</p> <p>Review Mrs Gren and discuss how we know that plants are living things. What types of plants are there? What makes a plant a plant?</p> <p>Look through the slides on plants and the different jobs of the parts of the plant. https://www.twinkl.co.uk/go/resource/t2-s-872-year-3-interactive-science-pdf-plants</p> <p>Children to make their own flower in groups.</p> <ol style="list-style-type: none"> 1. Use a straw for the stem 2. String for the roots 3. Make paper petals and leaves 4. Use pipe cleaners for the stamen and anther. <p>Stick craft flower to a piece of card and label the parts of the plant.</p>	Can you describe the job of the different parts of the flower.

	<p>2.01c Be able to predict the outcome of investigations</p> <p>2.01d Be able to use simple scientific equipment</p> <p>2.01e Be able to test ideas using evidence from observation and measurement</p> <p>2.01f Be able to link evidence to broader scientific knowledge and understanding</p> <p>2.01g Be able to use evidence to draw conclusions</p>	<p>stem/trunk, leaves and flowers</p>	<p>Photos in books</p>	
Science 2 (SJ)	<p>2.01a Be able to carry out simple investigation</p>		<p>WALT: Identify adaptations of aquatic animals.</p> <p>Go to https://www.bbc.co.uk/programmes/p04tjbtX Find Explore our Oceans in 360 and look at the clips. What types of aquatic animal are there?</p>	laptops

<p>ns 2.01b Be able to prepare a simple investigation which is fair, with one changing factor</p> <p>2.01c Be able to predict the outcome of investigations</p> <p>2.01d Be able to use simple scientific equipment</p> <p>2.01e Be able to test ideas using evidence from observation and measurement</p> <p>2.01f Be able to link evidence to broader scientific knowledge and</p>		<p>Look through adaptations on the slides.</p> <p>Using laptops children to pick one of the animals. Save the web links to student share and children to research their chosen animal and create a fact file.</p> <p>WAGOLL and template provided.</p>	
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	understandi ng 2.01g Be able to use evidence to draw conclusions			
Science 3 (SJ)	2.01a Be able to carry out simple investigatio ns 2.01b Be able to prepare a simple investigatio n which is fair, with one changing factor 2.01c Be able to predict the outcome of investigatio ns 2.01d Be able to use simple scientific equipment 2.01e Be able to test ideas using evidence from observation		<p>WALT: Classify animals by family.</p> <p>Are all animals that live in the water called fish? TTYP</p> <p>What other animals live in water? TTYP</p> <p>What's different about a river and the sea? TTYP</p> <p>Do the children know... Shellfish Crustaceans Mammals Invertebrates Reptiles Amphibians</p> <p>Display and discuss powerpoint about 'Grouping animals.'</p> <p>Children complete differentiation worksheet in their books.</p>	<p>Play animal classification game. Which group do I belong to? I have wings. I can fly. I have feathers,etc.</p> <p>So who am I?</p> <p>They take turns. The one who guest right first, is next to ask.</p>

	<p>and measurement</p> <p>2.01f Be able to link evidence to broader scientific knowledge and understanding</p> <p>2.01g Be able to use evidence to draw conclusions</p>			
Science 4 (SJ)	<p>2.04 Understand some of the effects of what they learn on people's lives</p> <p>2.06 Know about processes and conditions that have an effect on living things</p> <p>2.08 Know about the living things that are supported</p>		<p>WALT: Understand food chains.</p> <p>How do plants feed?</p> <p>Discuss</p> <p>Tell a story about a simple food chain...</p> <p>One day an insect was feeding on a water Lily when it was eaten by a little fish, then a bigger fish came along and eats the little fish, then a bird swoops down and eats the bigger fish etc.</p> <p>Watch</p> <p>Youtube.com/watch?v=SWvtRf4TA04</p> <p>HA - The children will draw a food chain and label it using producer and consumer.</p> <p>MA- The children will draw and label a food chain.</p> <p>LA - The children will have images from a food chain and sequence it into a food chain.</p>	<p>Challenge</p> <p>Write the sequence of your food change in a ...</p> <ul style="list-style-type: none"> • Story • Statement <p>LA - tell a story about their food chain</p> <p>What would happen if the producer didn't grow?</p>

	<div>by different environmen ts</div> <div>2.09 Know about ways in which animals and plants are suited to different environmen ts</div> <div>2.11 Know about food chains in the local environmen t</div>			
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<p>Science 5 (RW)</p>	<p>2.01a Be able to carry out simple investigations 2.01b Be able to prepare a simple investigation which is fair, with one changing factor 2.01c Be able to predict the outcome of investigations 2.01d Be able to use simple scientific equipment 2.01e Be able to test ideas using evidence from observation and measurement 2.01f Be able to link evidence to broader</p>		<p>WALT: Identify the adaptations of birds.</p> <p><u>Starter</u></p> <p>Take chn on a walk around the school grounds, can you see or hear any birds? Where are they? Talk about how they are moving.</p> <p>Back in classroom...</p> <p>You can also access webcams showing lots of different birds here: https://www.wildlifetrusts.org/webcams https://www.birdsofpooleharbour.co.uk/mac-hide-webcam/ https://www.cumbriawildlifetrust.org.uk/wildlife/cams/bird-feeder-cam</p> <p>Birds from another country: https://www.youtube.com/watch?v=tbodhmmqa-g</p> <p>Refer back to lesson on the anatomy of fish. How are fish and birds similar? How are they different?</p> <p>https://www.youtube.com/watch?v=SVNilOwikJ8</p> <p>How do the different parts of a bird help it to adapt to its habitat?</p> <p>Explore https://www.rspb.org.uk/birds-and-wildlife/natures-home-magazine/birds-and-wildlife-articles/how-do-birds-survive/ as a class.</p> <p>LA to label the parts of a bird using a picture stuck into their books. Challenge – explain what the parts are for. MA/HA - draw and label a bird from the UK and a bird from the rainforest. (Would suggest the Cassowary) Answer the question in their books: How is each bird adapted to survive in its habitat?</p> <p>https://daintreerainforesttour.com.au/blog/the-native-birds-of-the-daintree-rainforest/#:~:text=Look%20for%20buff%2Dbreasted%20Paradise,by%20every%20now%20and%20again. These birds are native to Daintree forest so HA and MA could select from these.</p>	<p>Binoculars, PowerPoints, Pictures of birds</p>
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	scientific knowledge and understanding 2.01g Be able to use evidence to draw conclusions			
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Science 6 (RW)	2.01a Be able to carry out simple investigations 2.01d Be able to use simple scientific equipment 2.01f Be able to link evidence to broader scientific knowledge and understanding 2.01g Be able to use evidence to draw conclusions		<p>WALT: Identify the types of rock.</p> <p>Refer back to knowledge harvest. What is under the sea? Look at a selection of rocks and in groups, chn to sort according to colour and other features, for example stripes, fossils, crystals, minerals, etc. Ask the children why some rocks feel smooth, whilst others feel rough. Establish that pebbles are small pieces of rock that have been broken off and worn down to a smooth, round shape by ice, waves, wind, and by wear and tear from other rocks. The children could examine grains of sand under a hand magnifier – they will see that each grain is a tiny piece of rock.</p> <p>Recap the types of rock (refer back to prior learning)</p> <p>Chn to then select 3 rocks (1 igneous, 1 metamorphic and 1 sedimentary) and create a leaflet about the rocks that could be displayed in a museum. See resources for leaflet template.</p> <p>Challenge – which type of rock are fossils most commonly found in? (sedimentary e.g. limestone or chalk)</p>	Rocks, magnifying glasses, sand.
Geography 1 (RW)			<p>WALT: Describe and understand climate zones.</p> <p>Show chn a globe. Ask a child to come & identify the equator. Show it on a world map. It is a line on the map/globe which runs through the centre of the world. Look at some countries that lie on or are crossed by the equator. Ask chn to name them. What is the weather like here? It is hot – a tropical climate. Then ask a chd to look at the globe and identify the lines above and below the equator – the tropic of Cancer & the tropic of Capricorn. Explain that these lines are like the equator – they are not really there, they are on maps to identify areas and climatic zones. The area between these lines – point it out on the globe – is known as the tropics. Use the world map and ask some chn to come out and point out countries that lie within or cross the tropics. These are countries that may have tropical rainforests as the tropical rainforest areas of the world lie between the tropics – hence the name! A long time ago most of this land between the tropics was covered in tropical rainforest but now the areas are much smaller.</p>	Outline of world map

			<p>Task: Give chn a world map with the areas of tropical rainforest (session resources). Chn edge round these in orange so they stand out. They should label the equator and the tropics of Cancer and Capricorn. Chn label 7 continents and oceans and colour the oceans in blue.</p> <p>Challenge: How do we know where to find tropical rainforests?</p>	
Geography 2 (RW)			<p>WALT: Identify the continents and major countries containing rainforests.</p> <p>You will need good chn's atlases, e.g. Usborne Children's Atlas</p> <p>Sit chn with their maps. Show them a large map of the world. Do any chn know any specific countries where rainforests are? When chn make suggestions check these by looking at a world map or, if possible, a detailed picture in a good chn's atlas (e.g. Usbourne Little Atlas p10, p34). Check: Brazil, Bolivia, Australia, Malaysia, Indonesia, New Guinea, Cameroon, Gabon, Congo, Madagascar, etc. Look carefully at these countries and where they are. Obviously they are between the tropic of Capricorn & Cancer, and some lie on the equator. List some of the country names on the board.</p> <p>Explain to chn they are going to work in pairs to find out more about these places – what is the weather like there? How much rainforest is there? What is the capital city of the country called? Brainstorm some more questions as a class of what you might be able to find out. E.g. Population, religion, famous for, food, etc.</p> <p>Task</p> <p>Chn work in pairs. They choose a country and try to find out as much as they can about that country and the rainforest it contains. They should use a chn's atlas, a range of non-fiction texts, CD Rom & the internet.</p> <p>Chn to create a PowerPoint using a template of the information they have found.</p>	Atlases iPads/laptops
Geography 3	2.2. Know how particular localities have been affected by natural features and processes	describe and understand key aspects of: physical geography, including: climate zones and biomes	<p>WALT: Create a fact file on a chosen biome.</p> <p>Look at the PowerPoint on Biomes and discuss how biomes are spread across the World. On whiteboard, look at spread of Biomes. Where are they in the world? Why do we think this is? What types of animal live there?</p> <p>Children to use laptops and ipads to complete the planning sheet on their chosen 2 biomes. Use bullet points to answer the questions.</p> <p>In books children to write a fact file comparing the two chosen biomes under the headings given by the planning sheet.</p>	ipads planning sheets
Art 1 (RS)	2.1. Know how a number of artists –	Children should be taught: - about great	WALT: Analyse the work of Frida Kahlo	Photo pack question pack card

	<p>including some from their home country and the host country – use forms, materials and processes to suit their purpose</p> <p>2.2. Know about some of the work of artists in the host country</p> <p>2.6. Be able to talk about works of art, giving reasons for their opinions</p>	<p>artists, architects and designers in history.</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas 	<p>Look through the powerpoint on Kahlo. Give children copies of the photo pack and question prompts and children to discuss the pictures on their tables. Use post it notes to write answers to the questions.</p> <p>List some of the key features of Kahlo's work and what we think it says about her.</p> <p>Children to plan a self portrait of themselves based on Kahlo. Think about what plants they will have framing themselves. Show children how to use card to create a stencil they can use to create leaves and flowers on their final piece of art work.</p> <p>(Children will need a head shot printed for the next lesson)_</p>	
Art 2 (RS)	<p>2.2. Know about some of the work of artists in the host country</p> <p>2.5. Be able to explain their own work in terms of what they</p>	<p>Children should be taught:</p> <ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including drawing, painting 	<p>Review the prior learning around Frida Kahlo.</p> <p>Look at some examples of children who have created their own portraits on the slides provided.</p> <p>Children to leave a gap to stick their faces and create a frame around using stencils and natural patterns. Use watercolours to paint the frame and then finally stick their photo in the middle.</p> <p>Children may wish to use the step by step animal sketches to add animals around their frames.</p>	<p>paints</p> <p>art paper</p> <p>paintbrushes</p>

	have done and why	and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		
International 1 (RS)	2.03 Be able to identify activities and cultures which are different from but equal to their own		<p>WALT: Understand how different cultures treat their environments. Look at the slides about the Amazon tribes. Read through the letter on the slides and children to create a comparison table using the information from the letter and from their own lives. How are their lives different from those in the tribe?</p> <p>Children to work in groups of 3 or 4 to create a poster about a given tribe. Focus on answering the questions on the board.</p> <p>Children to complete the last slide by identifying 3 key characteristics of each tribe.</p>	Tribe fact sheets Comparison table.
Reflection		Discuss the learning from the term. What have we enjoyed most?	Go back to knowledge harvest and in purple pen, add anything that has been learnt over the term to the relevant questions.	Open the teams document and add answers to as many of the questions asked as possible.
Exit Point		Review habitats and adaptations.	Children to pick an animal from land sea or sky and create a habitat in a box for that animal (see below). Children to write a report to accompany their boxes showing their understanding of adaptation and habitat.	Create a display with sea animals on the bottom, moving upwards to show the differences in habitat between land,

				sea and sky animals.
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A Learning Affair