



Ivy, Holly, Oak The Earth, Our Home

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p>Children to turn the classroom into a rainforest. Discuss what a rainforest is and what forests they are familiar with. What types of animals live in rainforests? (expresso has some good pictures and videos to link to this)</p> <p><u>Table 1</u> Large different shades of green card for the children to use templates and cut out the leaves for the classroom.</p> <p><u>Table 2</u> Different coloured tissue paper and glue for the children to make different animals that they would find in a rainforest. (have images to support them)</p> <p><u>Table 3</u> Different coloured green card that is cut into strips for the children to make paper chains to hang around the classrooms.</p> <p><u>Table 4</u> Different coloured card, paper, tissues paper and straws for the children to make different flowers that they might see around the rainforest (have images to support them)</p> <p>Have rainforest music on in the background https://www.youtube.com/watch?v=8myYyMg1fFE https://www.youtube.com/watch?v=9hWgA7qjK2c https://www.youtube.com/watch?v=5lCRsLjMeso</p>	<p>IWB Large light and dark green card Light and dark green card cut into strips Different coloured card Images of rainforest flowers Images of rainforest animals</p> <p><u>Additional</u></p> <ul style="list-style-type: none"> Any plants that we can get to put out for the children to touch and smell. (palms, bromeliads, conifers, mosses and ferns) Collect information books and pictures featuring a variety of forest animals, e.g. wolves, brown bears, wild cats, deer, red squirrels and owls from temperate forests; tigers, lemurs, brightly-coloured birds and butterflies, tarantulas, snakes and tree frogs from rainforest habitats

Knowledge Harvest			Have the words ‘Rainforest’ and ‘Habitat’ up on the board. What do these words mean? What do you know about them already? What would you like to know? Chn to write a fact they already know on a coloured post-it note and something they would like to learn on a different coloured post-it note. CT to take a picture of the whole class Knowledge harvest and then put some of their ideas and knowledge up on the learning wall.	Post-it notes Pens IPad – teacher IWB		
Big Picture		All living things – plants, animals and people – have a home or somewhere to live that we call a ‘habitat’. A habitat can be huge like the ocean or small like a leaf. A habitat could be a forest on the other side of the world or it could be a tree in our local area				
SC1	1.10 to be able to sort living things into simple groups 1.12 understand that different locations support different living things.	identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants	As a hook, play the beginning of David Attenborough’s Our planet – forests (first 3-4 minutes) https://www.netflix.com/watch/80094029?trackId=200257859 Then watch from 27.00 minutes in. Whilst watching make a note of the different animals and plants that you see in the forests. Discuss the difference in a forest and a rain forest. Give examples of where you might find some (Brazil, Russia, Canada and India) Ensure they understand why forests are important (<i>habitat for thousands of different animals and provide a large amount of the oxygen that Humans need to survive</i>) https://www.netflix.com/watch/80195260?trackId=200257859 Discuss the following questions: What is a habitat? – <i>a habitat is where something lives and provides food, shelter and protection</i> . Can you think of any examples of habitats you know of? Focusing on the clips we have seen, how does the forest provide the needs of the animals? How does it provide the needs of the plants? Go through the PowerPoints on plants and animals that you would find in a rainforest.	IWB Access to Netflix IPads Planning sheets Pencils Globe PowerPoints Fact file on Sloths <hr/> Habitat Survival Forest Jungle Oxygen Shelter Protection		
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			<p>Chn to work with CT and have different fact files on monkeys found in forests – have information on what they eat, where they live and how it support their survival. CT to support with reading and in pairs on a planning sheet, chn to write down facts about the monkey taking it in turns.</p>	<p>Chn to have access to IPads. Chn in mixed ability pairs to pick either an animal or plant that they would find in a forest (HA to have a plant) Chn to then research the following questions:</p> <ul style="list-style-type: none">➤ What is the name of the plant/animal?➤ Where does it live?➤ What does it eat?➤ How does its habitat support its survival?					
SC2	1.12 understand that different locations support different living things.	identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants	<p>Following on from the previous lesson where the children researched either a plant or animal that they would find in the forest – children to be told that they are doing to present their learning for others to read.</p> <p>Have an example of a fact file up on the board (PowerPoint) and read through it as a class – what are the features? Link to their literacy lesson on information texts:</p> <p>Title Subtitle Facts Past and present tense Pictures</p> <table><thead><tr><th>LA</th><th>MA and HA</th></tr></thead><tbody><tr><td><p>Chn to work in pairs and create posters about their chosen animal. Chn to ensure they include the three subtitles of: What they eat. Where they live. How it provides for the needs of the animal.</p></td><td><p>MA</p><p>Chn to work in pairs and create a fact file page for a class book on their chosen animal or plant. Chn to include the 3 subtitles they researched and have images of their animals/plant as well.</p></td></tr></tbody></table>		LA	MA and HA	<p>Chn to work in pairs and create posters about their chosen animal. Chn to ensure they include the three subtitles of: What they eat. Where they live. How it provides for the needs of the animal.</p>	<p>MA</p> <p>Chn to work in pairs and create a fact file page for a class book on their chosen animal or plant. Chn to include the 3 subtitles they researched and have images of their animals/plant as well.</p>	<p>Images of sloths Images of other animals (make once you know what animals/plants your class have selected) Images of plants Pencils Stencils Rulers Colouring pencils</p> <hr/> <p>Habitat Survival Forest Jungle Oxygen Shelter Protection</p>
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			<div><div>(have images of monkeys for them to stick on their posters as well)</div><div>HA Chn to have a double page spread in their books. Chn to complete a fact file on their chosen animal/plant including diagrams and pictures to support them.</div></div>					
SC3	1.12 understand that different locations support different living things.	Compare different habitats and how they provide for the basic needs of different kinds of animals and plants	<p>Starter: Play the ‘who am I?’ quiz for different animals they might find in the rainforest – discuss each animal, why it lives there and what it eats.</p> <p>Discuss that there are different habitats around the world – what habitats can you think of? Allow time for discussion and for the class to share their ideas.</p> <p>Using google Earth – show them aerial footage of each habitat Amazon Rainforest Sahara Desert Arctic Circle The ocean https://www.google.co.uk/intl/en_uk/earth/</p> <p>Discuss the different habitats and the types of animals and plants they might find in those habitats – <i>how does that habitat provide for the needs of the animal? Does it provide shelter? Does it provide protection? Does it provide food?</i></p> <p>Discuss what the world ‘compare’ means. Go through the PowerPoint on different habitats and the different animals that you will find there. Discuss how the habitat support each of the animals.</p> <table><tr><th><u>Year 1 children</u></th><th><u>Year 2 children</u></th></tr><tr><td>LA</td><td>LA</td></tr></table>	<u>Year 1 children</u>	<u>Year 2 children</u>	LA	LA	<p>‘Who am I?’ PowerPoint IWB PowerPoint Pictures of animals Pencils</p> <hr/> <p>Habitat Comparison School of fish Lone Hunt Camouflage Suitable Prey Predator</p>
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Chn to have two images of different animals they would find in different habitats. Around each image write key phrases about that animal e.g. *lives in a forest. Eats fruits from trees. Stays up high in the trees.*
Lives in the ocean. Each other fish. Stays in the shadows to not be seen.

MA and HA

Chn to have their page divided in half. On one side stick a picture of an animal that lives in one habitat and on the other a different animal in a different habitat. Chn to write and compare key facts about those animals and they are in those habitats.

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HA

Chn to have two images of different animals from different habitats stuck next to one another at the top of their page and underneath write an explanation of why those habitats suit the animals and how they are different e.g.
A jaguar lives in a dense forest as it provides camouflage for them to hunt their prey whereas a clown fish lives in the ocean in a large

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SC4	1.11 to be able to recognise living things in the school environment 1.12 understand that different locations support different living things.	identify and name a variety of plants and animals in their habitats, including microhabitats	<p>Discuss some of the habitats that they have been learning about over the last couple of lessons – how have they supported the survival of the animals and plants that live in them?</p> <p>Have different images of smaller insects e.g. woodlice, beetles, spiders etc. What habitat do they live in? Allow time for discussion and sharing of ideas.</p> <p>Discuss what a microhabitat is – Go through the PowerPoint.</p> <p>Chn to then get into small groups of 2 or 3 and go outside for a scavenger hunt to look for the different microhabitats that the school has and the different animals they might find there. (Allow 15-20 minutes)</p> <p>When the children come back in discuss the different minibeasts and microhabitats that they have found.</p> <p>Have an example of a fallen log on the board – what animals did you find here? Why is this their habitat? How does it provide for their needs? – <i>It provides protection from predators (birds), It allows them to find food to eat and is a safe place to have their young.</i></p> <table><tr><td>Year 1 children</td><td>Year 2 children</td></tr><tr><td>Chn to have an image of a fallen log for them to stick into their books. Chn to identify 3 different animals they found on this habitat and then write a small passage about why it provides for the needs of the animals.</td><td>LA Chn to have an image of a fallen log for them to stick into their books. Chn to identify 3 different animals they found on this habitat and then write a small passage about why it provides for the needs of the</td></tr></table>	Year 1 children	Year 2 children	Chn to have an image of a fallen log for them to stick into their books. Chn to identify 3 different animals they found on this habitat and then write a small passage about why it provides for the needs of the animals.	LA Chn to have an image of a fallen log for them to stick into their books. Chn to identify 3 different animals they found on this habitat and then write a small passage about why it provides for the needs of the	IWB Scavenger hunt sheets Slip boards Pencils Picture of fallen log Scaffolded writing sheet PowerPoint <hr/> <i>Microhabitat</i> <i>Minibeast</i> <i>Habitat</i> <i>Shelter</i> <i>Food</i> <i>Protection</i> <i>Young</i>
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			LA – to have scaffolded writing to support. MA and HA To draw an image of one of the microhabitats they found on the school grounds and label it with all the animals they found living there. Then explain why those animals have chosen that habitat and why it suits their needs for survival.						
SC5	1.06 to know about the basic conditions needed for living things to survive	Understand different habitats provide basic needs for different kinds of animals and plants and how they depend on each other	<p>Discuss their previous lesson and what a Microhabitat is. Have different animals up on the board (a fruit, a small monkey and a large tiger) Pose the question: How do these animals depend on each other?</p> <p>Allow plenty of time for discussion and sharing of ideas. CT to ask open ended questions to see if they children can find the answers themselves.</p> <p>Discuss that there is a circle of life https://www.youtube.com/watch?v=bW7PITaawfQ play the following clip from 40 seconds in. Discuss that we depend on each other to survive.</p> <p>Show the above animals in a food chain – if you remove the fruit, what happens? How does that affect the other animals?</p> <p>Discuss what balance means in this context.</p> <table><tr><th>Year 1 children</th><th>Year 2 Children</th></tr><tr><td>LA Chn to have different images and create food chains to show how each animal depends on the other. EXT – answer the question: What would happen if the plant were to die out?</td><td>LA Chn to have different images and create food chains to show how each animal depends on the other. EXT – answer the question: What would happen if the plant were to die out?</td></tr></table>		Year 1 children	Year 2 Children	LA Chn to have different images and create food chains to show how each animal depends on the other. EXT – answer the question: What would happen if the plant were to die out?	LA Chn to have different images and create food chains to show how each animal depends on the other. EXT – answer the question: What would happen if the plant were to die out?	IWB Images for food chains Word mats Glue Scissors Challenges Circle Balance Survival Depend Decompose Nutrients Prey Predators Consume Devour Injury Hunt Munch Camouflage
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			<p>MA and HA</p> <p>To have different images of animals and plants that you might find around the world in different habitats.</p> <p>Chn to create their own food chains to show that animals depends on each other to survive.</p> <p>EXT – What would happen if there was a horrible disease that killed all the plants in the forest?</p>	<p>MA and HA</p> <p>Chn to pick three or four different plants and animals that rely on each other for survival.</p> <p>Draw a circle in the middle of their books (double spread) and around the circle put the different plants and animals e.g. leaf, insect, small monkey and jaguar. Next to each part of their circle, explain how that is needed in the balanced circle of life e.g. <i>after the jaguar has died from old age or injury, they slowly decompose and become nutrients for the growth of plants which have leaves and the process starts again.</i></p>	
AT1	1.05 Be able to work with each other where appropriate	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<p>Chn to look at the images of Abel Vargas’ painting of forests</p>  <p>Discuss the how the painting make them feel and what they think he used to make these painting. Discuss that they are going to try and imitate the images in their own art books.</p> <p>CT to have a large piece of A3 paper at the front of the classroom and model using a pencil first to draw the rough shape based on one of the images. Then using a paint, start modelling the different techniques they could use to mimic the painting of their choice.</p>		<p>Paints (greens, blues, browns, yellows, white, black, pinks and oranges)</p> <p>Paint brushes</p> <p>Aprons</p> <p>Newspaper/table covers</p> <p>Paint palettes</p> <p>Image of the artwork</p> <hr/> <p>Colour</p> <p>Pattern</p> <p>Texture line</p> <p>Shape</p> <p>form</p> <p>space</p>

			<p>Activity</p> <p>Chn to have an image stuck in their art book for them to try and copy using a pencil first. Then using paint, children to paint their piece of artwork to match the image they are copying.</p>	
Reflection			<p>Chn to invite their parents in to show their gallery of artwork and have their books out for them to share their learning with their parents. This to take place in the hall from 2:30pm until the end of the day.</p>	<p>Artwork Books Music Tables</p>