



Medium Term Unit Planning

Topic Name: - “Help our habitats!”

Learning outcome:

Brief description of key takeaways:

Recognise that environments can change and that this can sometimes pose dangers to living things.

Hook:

A governor letter proposing that a playground be built to replace the wild/pond area.

Topic Showcase (e.g. display, museum, performance, presentation)

Children created an animal that could survive a range of habitats using their knowledge on the animals looked at in the topic.

Oracy:

Children to articulate in a debate style, why they think the playground should/shouldn't be built instead of the wild/pond area.

Key Vocabulary:

Environment, change, living thing, danger, adapt, threat, climate, greenhouse, thermometer, test, carbon dioxide, results, graph, table, impact, positive and negative.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.)

Links to previous texts – The Great Kapok Tree

Unusual Adaptations To Habitats Online on Insider website

Dolphins in the River Mersey – News Report

The Brilliant Deep: Rebuilding The World's Coral Reefs by Kate Messner



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Citizenship/Community Opportunities:

(Focus – change in attitude/increase knowledge and awareness/make a difference)

Children to be aware of the impact humans have on environments and the challenges animals face to survive and what we can do to help them.

Experiences/Visits/Visitors

School grounds walk

Main Subjects covered:

Science

Subject 1 Threshold concepts

Science - Understand animals and humans

This concept involves becoming familiar with different types of animals, humans and the life processes they share.

Notes:

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. "Our Environment" To consider how the local environment has changed and why these changes may have happened.	Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.	<ul style="list-style-type: none"> Identify differences similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> Look at the PowerPoint showing different animal types and their habitats Visit the wild/pond area and discuss the impacts it has on wildlife Create a pros and cons list for a new playground and



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		<ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to specific habitats. 	<p>keeping the wild/pond area.</p>
<p>2. "Other Changes." Investigate how the greenhouse effect works. Use the results to discuss how people are causing climate change.</p>	<p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<ul style="list-style-type: none"> Identify differences similarities or changes related to simple, scientific ideas and processes. Identify how animals and plants are suited to and adapt to their environment in different ways. Recognise that environments can change and that this can sometimes pose dangers to specific habitats. 	<ul style="list-style-type: none"> Think about regular changes such as tides and seasons. Consider if the changes are natural or man-made. Design a living thing that could withstand a huge range of changes to their environment. Begin to think about some big changes such as climate change.
<p>3. "Climate Change." Use a simple enquiry to demonstrate the effect of a greenhouse and relate this to climate change.</p>	<p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<ul style="list-style-type: none"> Use straightforward, scientific evidence to answer questions or to support their findings. Make accurate measurements using standard units, using a range of equipment, 	<ul style="list-style-type: none"> Discuss the impact on climate change and the causes. Talk through what the children already know and what they want to know. Conduct an experiment that highlights what the 'greenhouse effect' is using



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		<ul style="list-style-type: none"> e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables • Recognise that environments can change and that this can sometimes pose dangers to specific habitats. 	<p>thermometers, glass jars and graph paper.</p> <ul style="list-style-type: none"> • Record temperatures over time and record on a table and a graph.
<p>4. "Help our Habitat." Plan positive changes to a local environment and use evidence to answer questions about why they are making the changes.</p>	<p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<ul style="list-style-type: none"> • Identify differences similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. • Ask relevant questions. • Recognise that environments can 	<ul style="list-style-type: none"> • Work in a group to plan how to make positive changes to a small area in school. • Discuss and consider the people who may use the area and think about how they might use it. • Consider the other living things, including bees and hedgehogs, who may use the area when planning.



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		<p>change and that this can sometimes pose dangers to specific habitats.</p>	<ul style="list-style-type: none">• Draw a detailed, labelled plan of how children would change a local environment for the better. Children are encouraged to recycle and use natural materials in their plans.
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