Science Year 5

NC. links. Recognise that environmental change can sometimes pose danger to living things

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| WALT: I can discuss how planting trees will make the world a better place.  Outcome: To recognise that growing trees is one way of removing carbon dioxide. | | | | | | | |
| **Whole Class Teaching Activity** | | | **Differentiated Group / Talking Partner / Independent Activity** | | | | |
| \*Warm-up. Think Pair Share. Discuss with chn what they learnt on the tree planting day. Create a class brainstorm on post-its for the key points.  \*The big question. How can we continue to improve our world? Planting trees is one way we can do this.  \*PPT  \*Activity. We already know that plants need air, water, light and nutrients. What does a forest need? Discuss. Chn should be aware of the role plants, flowers, insects and birds play in this habitat. They should use this information to design a presentation for a new forest to be planted. It should include ideas on how to attract pollinating insects, evidencing trees providing shelter and food. Pose the questions to generate predictions; What are the causal effects of planting more trees? What are the cycles that a forest goes through?  Chn can draw on paper, produce a Powerpoint or a document or for a more practical activity use the resources. If practical tasks are undertaken photograph for evidence. | | | LA  Identify and group living things. Label drawings. Report and present explanations. | | MA  Use classification key.  Label drawings.  Report and present explanations. | HA  Use classification key to group living things.  Label and annotate drawings. Report and present explanations. | |
| Plenary: Discuss ideas and WAGOLL’s | | | | |
| **AfL** | **Children exceeding WALT:** | **Children not achieving WALT:** | | **Resources:**  IT equipment  Large sheets of drawing paper  Sand or seed trays  Twigs  Soil  Vegetation  Labels for LA | | |