







Environmental Change		How is our environment changing, and how can we help protect the future of our part of Wales?			
How do changes in our environment affect the plants and animals that live here?		Essential Questions What makes a good home for plants and animals? Why do different animals live in different places?		How do seasons change our environment? How can we look after our environment? How do seasons affect plants and animals? What plants and animals live near our school? How can we help plants and animals live here?	
H&WB 	LLC 	Humanities 	M&N 	Sci&Tech 	Expressive Arts 
Why am I learning this?					
To help me to: Notice what I see, hear, smell and feel in my environment. Begin to choose activities that help me feel calm or happy. Recognise that living things have needs for health and survival. Explain similarities and differences between my needs and those of other creatures Work with others to solve problems and carry out tasks. Take responsibility for tasks that help the environment.	To help me to: Write for different purposes, to inform. Speak and write as if I am someone else. Choose words for effect. Read poems and talk about patterns, rhythm and language choices. Perform poems using voice, expression and intonation. Use time and place language (e.g., "Today in winter..."). Write to persuade, using reasons and examples. Describe things that I have seen, experienced or learned about.	To help me to: Explain how pollution affects living things. Recognise that different habitats support different life. Use simple sources of information (photos, maps, observation). Sort and classify information to help me understand similarities and differences. Talk about traditions and celebrations linked to seasons. Use maps and globes to locate places Draw simple maps showing place/features	To help me to: Order days, months and seasons and describe patterns over time. Use and understand the language of time. Use simple maps and describe position. Estimate and calculate area using squares. Recognise and find simple fractions of shapes and spaces Collect data using tally marks, lists and tables. Represent data using bar charts or pictograms.	To help me to: Describe how living things depend on their environment to survive. Identify common animals and plants in my local area. Describe how the environment changes through the seasons. Describe the basic needs of plants and recognise how changing conditions affect growth. Describe how living things respond to seasonal changes. Think of ways to protect living things.	To help me to: Explore the properties of materials (such as clay) and use them creatively Combine different materials and images to create a scene or artwork Create my own music or sound sequences to show ideas or feelings. Choose colours purposefully to represent ideas, moods or seasons. Use digital tools to create simple animations or films

My learning experiences

<p>Explore the school grounds using senses to discover signs of spring.</p> <p>Share feelings of how being outside in nature makes us feel.</p> <p>Discuss how weather affects us - compare spring to winter.</p> <p>What makes a safe home for an animal?</p> <p>Compare the needs of animals with my own.</p> <p>Explore survival through building outside shelters.</p> <p>Create a class rota for outdoor care routines: watering plants, feeding birds, tidying shared spaces.</p> <p>Collaborate with others on tasks to improve the environment.</p>	<p>Create a class habitat book and passports- of different animals that live near the school.</p> <p>Make a Video diary entry of an animal in seasons - "In autumn I collect food for hibernation".</p> <p>Describe animals and habitats. Write riddles - guess who lives here?</p> <p>Read, perform and create senses poems about seasons,</p> <p>Write Postcards from different seasons - what is happening?</p> <p>Write persuasive emails and design posters of how to look after our environment to help plants and animals live here</p> <p>Describe changing environments over the seasons.</p>	<p>Compare environments: healthy habitats vs polluted ones.</p> <p>Sort Animal and habitat. Why do animals live in certain habitats?</p> <p>Animal detectives - Investigate animal habitats</p> <p>Venn diagram - animals and habitats.</p> <p>Explain human impact on animal habitats. Link to The Lorax</p> <p>Explore seasonal traditions.</p> <p>Use World maps to discover where and why animals live in particular places</p> <p>Draw school maps showing animal and plant habitats.</p>	<p>Investigate months of the year that belong to each season.</p> <p>Investigate time/days of the week to explain the daily routine of a woodland creatures</p> <p>Use our knowledge of time to explore hibernation and nocturnal habits of animals.</p> <p>Use maps to describe the position and direction of certain habitats/areas in the school grounds.</p> <p>Make maps of the nature reserve count squares to calculate the area extend by using fractions to describe.</p> <p>Create tally charts/simple bar charts of plants and trees found within our area</p>	<p>Match animals to habitat. Identify which creatures may live in our school area.</p> <p>Make observations on how seasons change our environment.</p> <p>What do plants need to grow?</p> <p>Observe changes over time of temperature, light, wind, plants and animals</p> <p>Investigate how different weather systems affect plant growth.</p> <p>Research and explain why certain animals hibernate/migrate.</p> <p>Consider the impact of pollution (litter) and on plant/animal habitats.</p>	<p>Collect photos or sketches of plants + animals that inhabit the school grounds.</p> <p>Design and sculpt a clay animal for a certain habitat.</p> <p>Make a Diorama shoe box of habitats.</p> <p>Create signs for habitats of our forest.</p> <p>Use music linked to seasons to inspire soundscape compositions of seasons</p> <p>Children explore textures from habitats (bark, leaves, stones, moss) and create printed artwork.</p> <p>Explore the colour wheel linking to the seasons.</p> <p>Create short stop motion video on the lifecycle of a plant.</p>
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Suggested novels: *The Lorax*, *The Tiny Seed* – Eric Carle, *The Oak Tree* – Julia Donaldson

Educational visit - Bute Park, Llanelli Wetland Centre, Margam Country Park

Suggested Launch: Nature Reserve Walk, Nature detectives, The Mystery of the Messy Visitor. A staged "habitat crime scene" in the school garden

(litter, a "Sold" sign, and a sad toy animal) with a letter asking for help.

Suggested Landing:

Pupil voice opportunities: