







<b>Environmental Change</b>		<b>How is our environment changing, and how can we help protect the future of our part of Wales?"</b>			
<b>Why do environments change?</b>		<b>Essential Questions</b> How can water, wind or ice change the land? How do people change environments?		How can human actions help or harm environments? Can plants and animals adapt to change? What natural changes happen in Wales (rivers, coast, weather)? What can we do to help protect environments?	
<b>H&amp;WB</b> 	<b>LLC</b> 	<b>Humanities</b> 	<b>M&amp;N</b> 	<b>Sci&amp;Tech</b> 	<b>Expressive Arts</b> 
<b>Why am I learning this?</b>					
<b>To help me to:</b> Reflect on how outdoor learning affects mood and energy. Show awareness of how my actions affect others and the environment Work cooperatively, take turns and listen to others. Describe what helps keep me healthy and how healthy habits affect my body and mind. Show that I care for places and living things.	<b>To help me to:</b> Find information in a range of texts and use it for different purposes. Talk about what I have found out and give reasons for my choices. Write for different purposes including to inform and to persuade. Ask questions to find out more information. Listen carefully and respond appropriately to others. Write creatively for enjoyment.	<b>To help me to:</b> Describe how places, and environments change over time due to physical processes. Give reasons for my opinions and consider different viewpoints. Talk about how people's actions have changed a place in the past or present. describe how living things depend on their environment Recognise that weather and natural events affect people and the landscape.	<b>To help me to:</b> Collect and record data using lists, tally charts, tables and simple graphs. Measure using appropriate tools and units Compare quantities and describe which has more or fewer. Recognise and find simple fractions of quantities. Calculate the perimeter of simple 2D shapes by counting or adding lengths	<b>To help me to:</b> Describe how living things are suited to the places where they live. Describe how living things depend on their environment to survive. Describe how materials change when forces act on them (e.g., water, wind). observe closely and record what happens using simple tables or drawings. Identify how changing conditions (e.g., air quality) affect growth.	<b>To help me to:</b> Work with others to create and perform dramatic ideas. Take on roles and show different viewpoints in my performance. Design and make creative work using different materials and techniques. make choices about materials for a purpose. use my imagination to create digital work. Develop and communicate ideas through creative work.

## My learning experiences

<p>How can being outdoors improve our well-being? Look at the health benefits to being outdoors.</p> <p>What are the effects of classroom CO2 levels on our health- Can we manage/ reduce levels? Use CO2 monitors to measure levels. Make comparisons with increased Co2 levels in the environment.</p> <p>Look at different ways we can improve our health by lowering Co2 levels in the classroom.</p>	<p>Use digital and magazine articles to find out more about environmental issues. Choose an issue to research independently.</p> <p>Children design an animal adapted to a Welsh habitat (mountains, coast, woodlands).: Explanation writing about why their creature survives well.</p> <p>Write an information leaflet outlining the effects of pollution/ littering. to encourage others to value wildlife.</p> <p>Compile a series of questions to ask an Arctic marine biologist from Cardiff. About the effects of climate change on wildlife.</p> <p>Write poems about how climate change is impacting wildlife.</p>	<p>Explore physical and human changes to our landscapes (erosion global warming v deforestation) Make arguments for and against deforestation.</p> <p>Explore how Cardiff Bay was once mudflats and is now a freshwater lake. Debate: "Was building the barrage a good idea?"</p> <p>Consider the Impact of the development on wildlife. <b>School trip</b> What happened to the water quality when the Aqua park was introduced. Examine why it closed/moved?</p> <p>Pupils choose a school environment to improve (wildflower patch, composting, bug hotels). monitor impact over time</p> <p>Plot storm damage on the map of Wales. Sort effects of wind and water.</p>	<p>Mini Meteorologists: Collect school weather data for a week or two (wind direction, rainfall, cloud type). Use simple graphs to show changes.</p> <p>Measure levels of CO2 levels in the classroom.</p> <p>Take part in a species count to help conservation for one of these organisations: <a href="#">Wales - State of Nature</a></p> <p>Habitat Fractions Use a simple grid map of the school grounds divided into sections. What fraction of the area is made up of Plants Concrete Trees Water.</p> <p>Design a Nature Reserve Using 2D Shapes to include: A rectangular pond A circular flowerbed Triangular shelters</p> <p>Extend by calculating perimeter or counting sides/vertices.</p>	<p>Investigate Adaptation of animals to different environments - can they keep up with environmental change?</p> <p>Why do living things become extinct? Link with Arctic research scientist.</p> <p>Weather Station Rotations: test how water, wind and ice change different materials (chalk, sandstone, brick).</p> <p>Habitat Comparison – Urban vs Natural Spaces: Compare nature reserve.wildlife with an urban area.</p> <p>Monitor Indoor plant growth in relation to Co2 levels in the classroom.</p> <p>CAMPAIGN to get a weather station for school (F0TYYY)</p>	<p>Put on drama performances showing different views about deforestation.</p> <p>Make a reusable shopping bag from recycled clothing.</p> <p>Enchanted wood/ Magic faraway tree new film. Create new lands with specially adapted creatures and plants.</p>
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**Suggested novels:** The Last wolf by Mini Grey Omar, The Bees And Me Helen Mortimer & Katie Cottle

**Suggested Launch**

**Suggested Landing :**

**Pupil voice opportunities**