

Who lives in a pond?

<p>LC1: What can you find out about creatures that live in a pond? (2 week)</p>	<p>LC2: What will we find when we are pond dipping? (1 week)</p>
<p>Children will find out about different pond creatures and create fact files / information texts on different pond creatures. Children will go pond dipping in search of different animals. They will explore the characteristics of different pond creatures and why they are useful. Children will draw and paint using oil pastel resist of pond creatures. Children will sort living things and non living things. Children will use the term carnivore, omnivore and herbivore to describe what the pond creatures eat. They will begin to classify animals.</p> <p>http://www.pbslearningmedia.org/asset/lsp07_int_animal_class/ http://sciencenetlinks.com/interactives/class.html http://www.sadlier-oxford.com/reading/science/book4/game.htm</p> <p>). Children will create prints and clay models of these pond creatures to develop their understanding of their characteristics.</p>	<p>Children will write riddles about what creatures they found pond dipping (espresso – minibeasts – riddles about pond animals Children will create graphs on computers to show tally's of what we found when we were pond dipping (espresso – minibeasts). Using purple mash – 2 count – create a graph for children to insert their data onto. Children will capture images of what they find pond dipping. Children will use microscopes / videos on espresso (upclose) to observe and draw up close images of pond creatures and make observations e.g. (snails, pond creatures etc Children will sort between insects and amphibians.</p>
<p>LC3: Was the butterfly always a butterfly? (2 weeks)</p>	<p>LC4: How does my garden grow? (1 weeks)</p>
<p>Using the story of the tadpoles promise and the hungry caterpillar. Children will use Half tone APP to recount the life cycle of the butterfly. Children will also create crafts to show the life cycle of these animals as well as folding books. Children will explore the notion of time during the week where the hungry caterpillar is explored.</p> <p>http://www.pbslearningmedia.org/resource/tdc02_sci.life.cyc.metamorph/metamorphosis-change-of-plans/</p>	<p>Children will explore the sunflowers art work. Children will go on a plant hunt and use classification cards to classify different flowers. Children will find out about different parts of the plant through crafts.</p> <p>Children will produce questions about growth and perform an experiment to find out where flowers and plants grow best. Put 1 plant in a sunny spot and put another in a shady spot. Have your child predict which will grow faster and why. Remember always to give each plant the same amount of water . They can use a ruler to measure the height, count the number of leaves that grow, and take photographs or draw pictures. Which plant “wins” the race? Why? Children will observe and record their plant growth in the form of a booklet. They will use diagrams with labels. They will not their length and the features that grow. Children will also observe and make comparisons between different flowers – what is the same – what is different? Children will write information pages on how to look after plants. Children will group plants into categories. Children can go to the woods and play the game (make friends with a tree – where they are blindfolded and explore different trees).</p> <p>Children could write instructions on how to plant a plant or create a bird feeder. Children will use purple mash to record how plants grow and parts of the plant. Watch videos on espresso at purple mash.</p> <p>Children will have a garden centre in the outdoor area to explore maths problem including capacity and money.</p>