

Cranford C of E Primary School

Sycamores Learning Journey Context Title: Predators, Hunters and Growers!

Term: Summer 2019

**Learning
Context**

**Key Questions
(Learning Intentions)**

**Learning Skills
(NC)**

**Learning Outcomes/
Challenge/ Assessment**

Week 1: Science:

A blank slate!

Upon completion of building work on the School Garden's Greenhouse, we will take Sycamores class out to the garden and explain the possibilities of what we can grow and cultivate in this area. This will form a start and end point for our theme, as children will set out their ideas for how we could use this area by the end of the summer term.

Following this, we will consider how this garden would look from a 'Bird's Eye View'. Make a map of the garden to support our planning.

Across the first 5 weeks, small groups will go out to the garden with Mrs Dunn to plant various plants and gain gardening experience.

<p>Week 2 – 5 Predator!</p>	<p>What is a predator? What are prey? What is a producer? What is a consumer?</p> <p>How do the diets of herbivores and carnivores compare with humans?</p> <p>How do the skeleton and muscles work together to support, protect and assist movement?</p> <p>What do owl pellets tell us about their diets?</p>	<p>Science: Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Science: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Science: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Science: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Find out what the terms ‘producer’, ‘consumer’ (primary, secondary and tertiary), ‘apex predator’ and ‘decomposer’ mean. Sort images of a wide range of living organisms into these groups, deciding on the best way to present their data. List physical features of each group and see if there are any similarities between them. Discuss any challenges faced when organising the animals into groups.</p> <p>Read the labels of common pet foods to find out what they contain and compare this with the diet of a wild animal. Identify the similarities and differences between an animal and a human diet and show their findings on a mind map or Venn diagram. Begin by drawing a horizontal line with the word ‘herbivore’ at one end and ‘carnivore’ at the other. In discussion with the children, position a range of animal picture cards appropriately along the line. For example, an owl would be positioned at the carnivore end, whereas a cow would be placed at the opposite end. Can the children decide where to place themselves?</p> <p>Use models and diagrams of human and animal skeletons to locate body parts including the skull, ribs, spine (vertebrae), pelvis, femur, tibia, humerus, ulna and radius and the joints where bones meet. Consider the importance of the skeleton for supporting and protecting vital organs, and as a framework for muscles, movement and blood production. Choose a favourite terrestrial predator, drawing a scientific diagram of it and identifying and naming both its body parts and the adaptations that make it amazing.</p> <p>Watch footage of an owl producing a pellet of indigestible material. Predict what the pellet might contain before dissecting a real owl pellet. Use their observational skills to discover what the owl has eaten. Separate pieces of bone and other materials found in the pellet, and wash carefully in a sieve. Identify any bone fragments before piecing the skeleton together. Take a photograph of the bones or skeleton before labelling key finds and features. Work in small groups to make a menu for an owl’s ideal three-course meal and then present this to the class to report upon the discoveries made in their enquiry.</p>
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Week 9 onwards

What crops were grown by Bronze Age Farmers?

Why was Iron so important as a material?

What was the Design style of the Beaker people?

Science: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

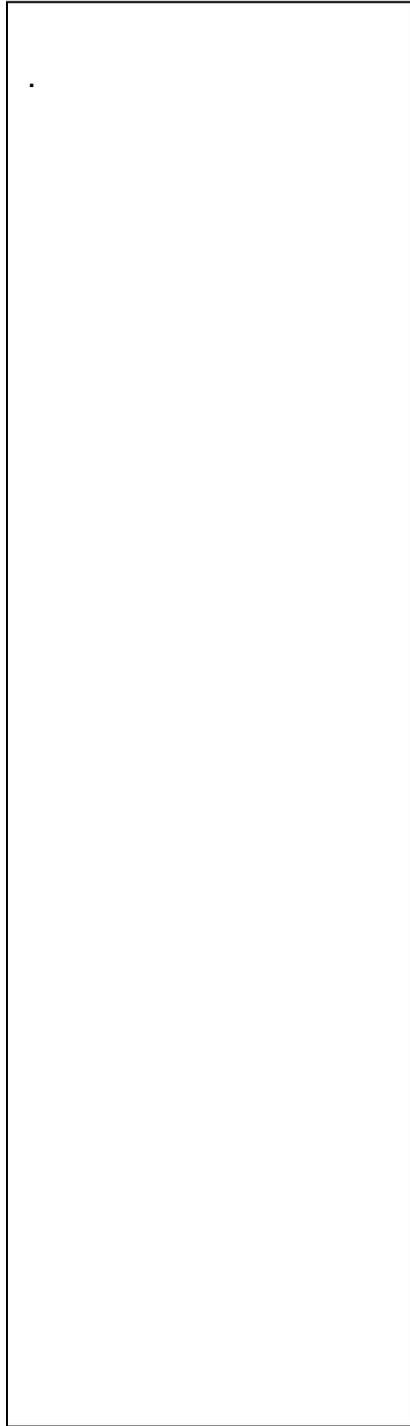
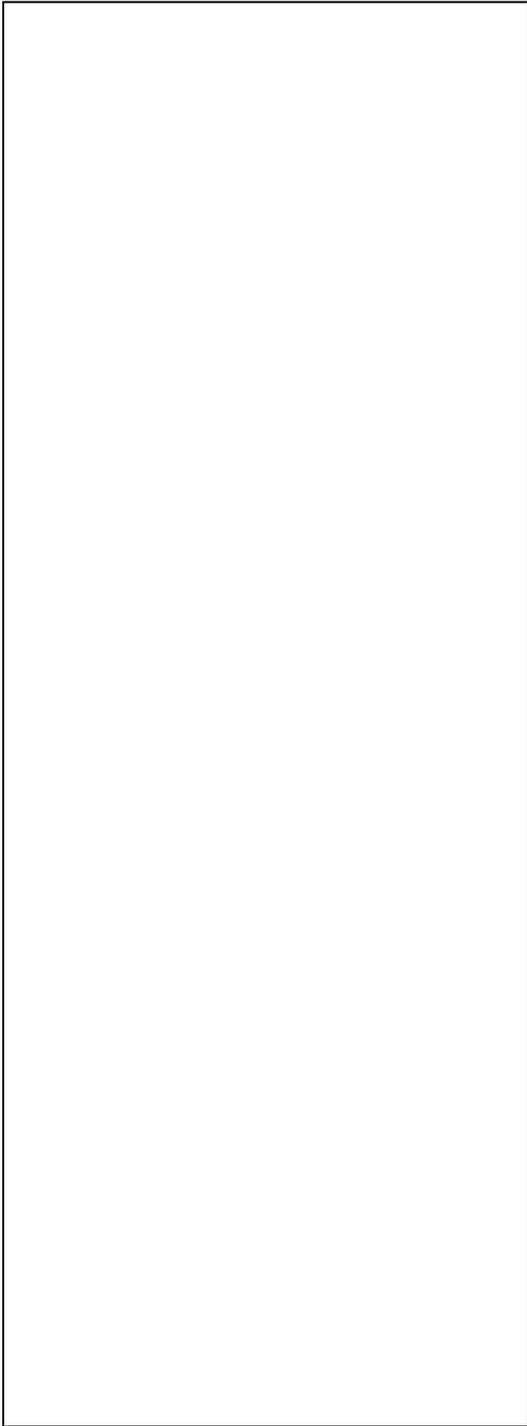
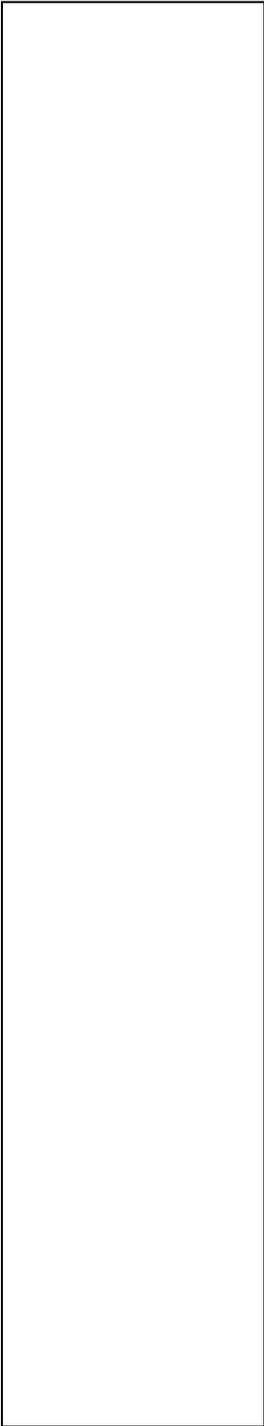
Science: Ask relevant questions and using different types of scientific enquiries to answer them.

Art and Design: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

Plant a selection of the grain crops that Bronze Age farmers would have grown (such as wheat, barley and oats) in pots or raised beds. Order pictures to show the stages in a flowering plant's life cycle, including: germination, flower production, pollination, seed formation and seed dispersal. Relate this to one of their grain crops. Find out what foods Bronze Age people made from these crops.

Find out about the properties of iron, handling examples of contemporary and traditional iron work and describing their characteristics. Watch video showing the process of iron smelting and find out how iron can be shaped, what its melting temperature is and how iron has been used in everyday life both in the past and present. Think of questions that could be answered by carrying out a scientific enquiry before independently planning and performing an investigation to test their ideas.

Use a variety of resources to investigate the designs of the Beaker folk, who were thought to have come to Britain from Europe during the Bronze Age. Draw their distinctive shapes and patterns in a sketch book. Design and make their own clay beakers, decorating coiled pots with patterns in the Beaker folk style, using clay tools.



Fabulous Finish:
At 3pm one school day, we will invite parents and carers to take a tour of and view the school garden/greenhouse area to present those plants, vegetables and fruits which we have managed to grow during this term.