

<b>Learning Objective:</b>  To understand how to care for the environment		<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To identify parts of the natural world</li> <li>To recognise what affects the environment</li> <li>To know what the 3R's represent</li> <li>To empathise with others</li> <li>To know that some animals are endangered/at risk of being endangered</li> </ul> <b>Thinking Skills:</b> <ul style="list-style-type: none"> <li>I can share views respectfully</li> <li>I can give responses for ideas with evidence or examples</li> <li>I can agree or disagree respectfully</li> <li>I can connect my idea to another idea</li> </ul>
<b>Vocabulary:</b>  Feelings Empathy Environment Reduce, reuse recycle Endangered Pollution		
<b>Suggested Lessons</b>	<b>Aims of Sessions:</b>	<b>Content:</b>
	Recap of prior learning:	
1	EYFS – Understanding of the world. Where they live and the environment they live in.	L.O. To consider what we love about our world.  Skills Focus: I can give reasons for my ideas with evidence/examples  Share the book 'Here We are' by Oliver Jeffers.  Children think about what they love about their world i.e. family, parks, friends, school, trees, wildlife and the reasons why they like them.  Discuss these with talk partners- create a class mind map in preparation for the next lesson.
2		L.O. To think of ways in which we can sustain the beauty of earth  Skills Focus: I can connect my idea to another idea  Recap the book 'Here We are' by Oliver Jeffers and the things they love about the world as discussed in the previous lesson.  Children to draw 4-6 things they love about their world around a template of the earth  Discuss how we can sustain the beautiful parts of our world How can we care for the world? Why is it important to care for the world? What do we need to do? What actions should we take? Mind map ideas as a class
3		L.O. To learn how the 3R's can help to sustain our environment  Skills Focus: I can share my views respectfully

		<p>Recap the importance and ways in which we can care for the world                      What can we do at home to help our environment?                      Arrange for a visitor to speak about their role in sustaining our environment (this could be a member of staff/parent or external visitor i.e. beekeeper)</p> <p>Watch Peppa Pig Video all about the 3R's  <a href="https://www.youtube.com/watch?v=oxeo_wmOC0">https://www.youtube.com/watch?v=oxeo_wmOC0</a></p> <p>What are the 3R's? Reduce, Reuse, Recycle.                      How can they help us sustain our environment?</p>
4		<p>L.O. To identify ways to care for the Earth</p> <p>Skill Focus: I can identify ways in which we can save the Earth</p> <p>Recap the 3R's and things we can do at home to help sustain our environment</p> <p>Children to choose 4 ways in which they can help to save the earth</p> <p>Give children a crown template with the earth on it and 4 empty boxes. Children to draw (or stick with pre-made templates) their 4 ways in which they will help the environment.                      Discuss decisions.</p>
5		<p>L.O. To identify actions that can harm the environment.</p> <p>Skills Focus:                      I can identify ways in which the earth is harmed.                      I can share views respectfully</p> <p>Read 'The Unexpected Visitor' by Jay Courtney Tickle up to when the fisherman realises there are no more fish.</p> <p>Discuss why the fisherman took all the fish and how the sea life might be feeling.</p> <p>Role-play what the whale would say to the fisherman if they were to meet. How is he feeling? What would he want the angler to do differently?</p> <p>Present the role-plays to the class- discuss why the whale is upset/angry. How does the angler feel about what he has done? Do you think he will change his actions?</p>
6		<p>L.O. To identify actions that can harm the environment.</p> <p>Skills Focus:                      I can identify ways in which the earth is harmed.                      I can identify ways to care for the earth.</p> <p>Finish reading 'The unexpected Visitor'</p> <p>As a class, create role on the walls (visual map) for the whale and the fisherman</p>

		<p>How did the whale feel when he realised there was no fish?          How did the angler feel when he saw the ocean filled with sea life?          Discuss what we can do to protect our sea life. What can we do when we are at the beach? What will happen if we don't start protecting our sea life?</p>
Evidence for assessment will be from:		<ul style="list-style-type: none"> <li>• That they and others can help care for the environment and what can harm it both locally and globally</li> <li>• That they have responsibilities both in and out of the classroom</li> <li>• That both people and animals need to be cared for</li> </ul>
Resources needed for project:		<ul style="list-style-type: none"> <li>• Here we are by Oliver Jeffers</li> <li>• Earth template</li> <li>• The unexpected visitor by Jay Courtney Tickle</li> <li>• Crown template</li> <li>• Role on the wall template</li> </ul>
Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.		<p>Children could think about a social action project they would like to complete to help the environment- this could be a fundraiser/making reusable bags/raising awareness/litter picking in local community.</p>
SEND:		<p>Pre-vocab sessions          Templates for any art work</p>