



Carnival of the animals

Evolution, inheritance and adaptation



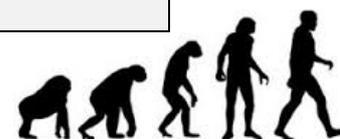
Rationale –Dinosaurs have captured the imagination of many a person, but why have they now become extinct? How do we know so much about them when the Jurassic and Cretaceous period were millions of years ago? How do animals adapt to their surroundings? These are just some of the questions we planned to investigate during our topic.

Creativity	Independence	Aspiration
<ul style="list-style-type: none"> - Creative writing. - Pencil sketches of different dinosaurs. - Designing and making a pop-up book with moving parts including sliders and spinners. - Designing and making a plaster of Paris fossil. - Drawings of camouflaged tigers, leopards, zebras and chameleons. 	<ul style="list-style-type: none"> - The pupils independently research different dinosaurs of their choosing, using the internet and books. 	<ul style="list-style-type: none"> -We aspired to increase our understanding of how we know about animals/ plants have evolved overmillions of years. -To become experts at identifying different dinosaur species. -To understand how some animals adapt and change to their environment. To visit a university.

<p><u>Spark</u></p> <ul style="list-style-type: none"> • We become palaeontologists, piecing together bones for an unidentified dinosaur. • We created a topic web as a class deciding which direction we'd like to take our learning. • We worked collaboratively to create a large scale picture of a dinosaur scene. • We turned our classroom into 'Jurassic Park'. The door became the park gates and Pterodactyls flew from the ceiling! 	<p><u>Learning Celebration</u></p> <ul style="list-style-type: none"> • We participated in the 'Celebration of learning event' when pupils shared their work about dinosaurs with parents and younger pupils. • We shared our pop-up books with younger year groups.
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<p><u>Role Playing/Life Skills/Real Learning</u></p> <ul style="list-style-type: none"> • Piecing together bones to create a skeleton 	<p><u>Community Cohesion</u></p> <ul style="list-style-type: none"> • Celebration of learning event.
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<p><u>Out of Classroom Opportunities</u></p> <ul style="list-style-type: none"> - We visited 'The Collection' museum in Lincoln where we saw the fossilised remains of a plesiosaur. - Visit to Lincoln University. - Attend a reading of 'The Princess' Blanket' by Carol Ann Duffy. - We attended the Stamford Arts Centre to participate in a festival of dance. 	<p><u>Home Learning Activity</u></p> <ul style="list-style-type: none"> -Finding out about different dinosaurs. -Research and make posters to raise awareness of endangered animals. -Locate countries where different dinosaurs have been found.
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Computing and E-safety

When using search engines we cross referenced our facts on two other websites. We continued to remind ourselves of how to use technology safely, respectfully and responsibly, recognise acceptable/ unacceptable behaviour.

Some websites that we used during our topic:

<http://www.sciencekids.co.nz/sciencefacts/scientists/charlesdarwin.html>

<http://primaryfacts.com/167/charles-darwin-facts/>

<http://kidsdigdinosaurs.com/dinosaurfacts.htm>

<http://www.nhm.ac.uk/>

<http://www.bbc.co.uk/news/science-environment-11590505>

http://www.bbc.co.uk/schools/primaryhistory/famouspeople/mary_anning/

<http://www.wellcometreeoflife.org/video/>

http://www.bbc.co.uk/schools/gcsebitesize/science/21c/life_on_earth/theory_evolutionact.shtml

<http://web.archive.org/web/20150319214617/>

Links to discrete subjects:

English

Non-Chronological reports/ fact files: We researched and wrote information about extinct and endangered animals of our own choice including: the dodo, quagga and Chinese River dolphin. Independent research informed our fact files about a chosen dinosaur which were turned into 'Top Trumps' cards.

Chronological report: The process of fossilisation was studied and turned into a story map.

Newspaper report: As a new dinosaur was discovered and a David Attenborough program was aired on the BBC we became roving reports, taking notes and writing about the discovery of a Titanosaur.

Explanation : We wrote about Charles Darwin and his theory of evolution; other key figures in science such as Mendel (who discovered inheritance of genes) and Wallace (who studied mimicry in insects and agreed with Charles Darwin's theories) were also studied.

Narrative: Exciting stories were created using sections of 'The Lost World' by Sir Arthur Conan Doyle as inspiration.

Science: Animals including humans

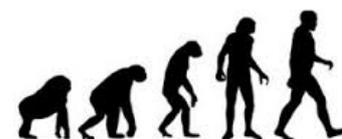
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- We can now recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. The children particularly enjoyed looking at different breeds of dogs.
- We looked at how some animals and plants are adapted to suit their environment in different ways e.g. how camels have long eyelashes and the ability to close their nostrils in order to live in the desert.

Living things and their habitats

- To help us describe how living things are classified into broad groups according to common observable characteristics we created branching databases in order to give reasons for classifying plants and animals based on specific characteristics

Geography

- Understand biomes, vegetation belts, land use, economic activity, distribution of resources (energy, food, minerals, water)
- Pupils chose to study how animals are adapted to living in different environments: polar regions, deserts and rainforest before reporting back to one another on their findings.
- Many interesting facts were found about the Galapagos islands.



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Design/Food Technology-

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Create a toy animal or book with moving parts.

Art: Sketching animals, plants and dinosaurs.

Use a variety of media to create camouflage animal pictures.

Music:

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Carnival of the Animals – Camille Saint-Saens

Steps to success:

- 1) Science
- 2) Geography and art
- 3) Music and D+T

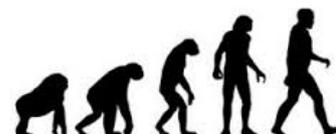
How will the project be evaluated?

A display has been created using their artwork of camouflaged animals.

Younger children evaluate their pop-up books.

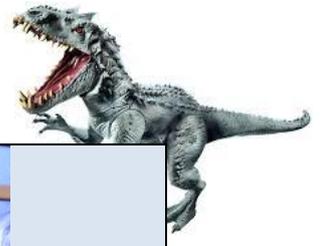


Our visit to 'The Collection' Museum in Lincoln.





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The Stamford Arts Centre Dance Festival



Our 'Yearsixosaur' collaborative art project



Jurassic Park Entrance



Pterodactyls flying from our classroom ceiling



Exploring levers in design technology.

