

Thinking of your inquiry - highlight the bullet points that link to the inquiry. What will the pupils achieve/ what skills will they use throughout? Highlight the integral skills that will be covered during the inquiry. Please see the **example** below.

The 4 Purposes				
Ambitious, capable learners	Healthy, confident individuals	Enterprising, creative contributors	Ethical, informed citizens	
<ul style="list-style-type: none"> <li>Set themselves high standards and seek and enjoy challenge.</li> <li>Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.</li> <li>are questioning and enjoy solving problems</li> <li>Can communicate effectively in different forms and settings, using both Welsh and English</li> <li>Can explain the ideas and concepts they are learning about</li> <li>Can use number effectively in different contexts</li> <li>Understand how to interpret data and apply mathematical concepts</li> <li>Use digital technologies creatively to communicate, find and analyse information</li> <li>Undertake research and evaluate critically what they find</li> </ul>	<ul style="list-style-type: none"> <li>Have secure values and are establishing their spiritual and ethical beliefs</li> <li>Are building their mental and emotional wellbeing by developing confidence, resilience and empathy</li> <li>Know how to find the information and support to keep safe and well</li> <li>Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives</li> <li>Make measure decisions about lifestyle and manage risk</li> <li>Have the confidence to participate in performance</li> <li>Take part in physical activity</li> <li>Form positive relationships based upon trust and mutual respect</li> <li>face and overcome challenge</li> <li>Have the skills and knowledge to manage everyday life as independently as they can</li> </ul>	<ul style="list-style-type: none"> <li>Connect and apply their knowledge and skills to create ideas and products</li> <li>Think creatively to reframe and solve problems</li> <li>Identify and grasp opportunities</li> <li>Take measured risks</li> <li>Lead and play different roles in teams effectively and responsibly</li> <li>Express ideas and emotions though different media</li> <li>Give of their energy and skills so that other people will benefit</li> </ul>	<ul style="list-style-type: none"> <li>Find, evaluate and use evidence in forming views</li> <li>Engage with contemporary issues based upon their knowledge and values</li> <li>Understand and exercise their human and democratic responsibilities and rights</li> <li>Understand and consider the impact of their actions when making choices and acting</li> <li>Are knowledgeable about their culture, community, society and the world, now and in the past</li> <li>Respect the needs and rights of others, as a member of a diverse society</li> <li>Show their commitment to the sustainability of the planet</li> </ul>	
Integral Skills				
Creativity and innovation	Critical thinking and problem-solving	Personal effectiveness	Planning and Organising	
<ul style="list-style-type: none"> <li>Able to generate ideas</li> <li>Develop curiosity and inquisitiveness</li> <li>Demonstrate courage to explore and develop ideas</li> <li>Ability to turn ideas into action</li> <li>Plan and manage projects</li> <li>Identify opportunities</li> <li>Act upon opportunities and ideas and transform them into value – the value can be financial, cultural, social</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and understand</li> <li>Ask questions</li> <li>Evaluate information and situations</li> <li>Be objective looking at opposite view (strengths and weaknesses)</li> <li>Question</li> <li>Challenge perceptions</li> <li>Identify potential solutions</li> <li>Justify decisions</li> <li>Identify and develop arguments</li> </ul>	<ul style="list-style-type: none"> <li>How the ideas are implemented</li> <li>Set goals</li> <li>Decision making</li> <li>Time management</li> <li>Monitor and reflect on results</li> <li>Adapt</li> <li>Check for accuracy</li> <li>Responsibility and reliability</li> <li>Manage resources</li> </ul>	<ul style="list-style-type: none"> <li>Self-aware</li> <li>Confidence and self-esteem</li> <li>Emotional intelligence</li> <li>Evaluate own learning / strengths and areas for development</li> <li>Independence</li> <li>Leadership</li> <li>Social and cultural awareness, ethics</li> </ul>	

These are the AoLE of the Curriculum for Wales. Each AoLE have statutory What Matters Statements. Your inquiry will naturally have a main driver. This will be the main focus of the inquiry. The appropriate WM statements should be highlighted in **green**. Your inquiry will also hit a few WM statements from the different AoLEs. This will show coverage of the curriculum. These should be highlighted in **yellow**. Please see the **example** below. Here you will see that Humanities and WM 1/2/4/5 are the main focus of this inquiry.

	Expressive Arts	Health and Well-being	Humanities	Literacy, Languages & Communication	Mathematics & Numeracy	Science & Technology
<b>What</b>	SWM 1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	SWM 1: Developing physical health and well-being has life-long benefits	SWM 1: Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	SWM 1: Languages connect us.	SWM 1: The number system is used to represent and compare relationships between numbers and quantities.	SWM 1: Being curious and searching for answers is essential to understanding and predicting phenomena.
	SWM 2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	SWM 2: How we process and respond to our experiences affects our mental health and emotional well-being	SWM 2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	SWM 2: Languages is key to understanding the world around us.	SWM 2: Algebra uses symbol systems to express the structure of mathematical relationships.	SWM 2: Designing thinking and engineering offer technical and creative ways to meet society's needs and wants.
	SWM 3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	SWM 3: Our decision-making impacts on the quality of our lives and the lives of others	SWM 3: Our natural world is diverse and dynamic, influenced by processes and human actions.	SWM 3: Expressing ourselves through languages is key to communication.	SWM 3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	SWM 3: The world around us is full of living things which depends on each other for survival.
		SWM 4: How we engage with social influences shapes who we are and affects our health and well-being	SWM 4: Human societies are complex and diverse, and shaped by human actions and beliefs.	SWM 4: Literature fires imagination and inspires creativity.	SWM 4: Statistics represent data, probability models chance, and both support informed inferences and decisions.	SWM 4: Matter and the way it behaves defines our universe and shapes our lives.

		<b>SWM 5: Healthy relationships are fundamental to our well-being.</b>	<b>SWM 5: Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical actions.</b>			SWM 5: Forces and energy provide a foundation for understanding our universe.
						<b>SWM 6: Computation is the foundation for our digital world.</b>
<b><u>Cross cutting themes</u></b> (Click on the links for more details and tick if you plan to cover any of these)						
	<b><u>Careers and work-related experiences</u></b>  Careers in ecological conservation – Who protects the world and how can we help them?	<b><u>Diversity</u></b>	<b><u>Human Rights</u></b>  As humans, how can we control the impact of climate change? What are our responsibilities to protect the world?	<b><u>Local, national and international contexts</u></b>  What can we do in the local area to protect our natural world?  What is the biggest issue surrounding climate change in the world?	<b><u>RSE</u></b>  Jigsaw – Changing Me (Summer 2) How can I stay healthy and clean as I grow older?	
<b><u>RVE Lenses</u></b> (Highlight what is covered)						
	<b><u>Search for meaning and purpose</u></b> How people respond to the deeper questions of life in order to understand the human condition.	<b><u>The natural world and living things</u></b> How and why people show concern and responsibility for the world and experience awe and wonder in nature.	<b><u>Identity and belonging</u></b> What makes us who we are as people, communities and citizens living in a diverse world.	<b><u>Authority and influence</u></b> How and why different types of authority influence people’s lives.	<b><u>Relationships and responsibility</u></b> How people live together, and why developing healthy relationships is important  <b>‘What does responsibility look like inside and outside of religion?’</b>	<b><u>Values and ethics</u></b> How and why people make moral choices and how this influences their actions.
	<b><u>The journey of life</u></b> What people experience as part of the journey of life and how these experiences are acknowledged.	<b><u>Hwb link</u></b>				

Your inquiry will have 6 phases - Please see example below

<b><u>Pupil Voice Questions</u></b>	<b><u>Inquiry Theme:</u></b>	<b><u>Phase 1 - Tuning in Sequence of learning</u></b>
<b>All pupil voice questions available from Seesaw</b>	Eco-Warriors	
<i>What happens when lots of people litter in their area? (M.S.)</i>	<b><u>Inquiry Title:</u></b>	<b><u>Aoles:</u> Humanities / Health and Wellbeing / Science and Technology</b>
<i>What can happen to animals if we damage their homes? (M.S.)</i>	Caring for our Climate: What do we need to do?	<b><u>Statement of What Matters:</u></b>
<i>What attacks the plants and flowers? How can we stop it? (T.R.)</i>	<b><u>Central Idea</u></b>	<ul style="list-style-type: none"> <li>• Humanities WM3 PS3</li> <li>• Humanities WM5 PS3</li> <li>• Health and Wellbeing WM2 PS3</li> <li>• Health and Wellbeing WM3 PS3</li> <li>• Science and Technology WM3 PS3</li> <li>• Science and Technology WM1 PS3</li> </ul>
<i>What are some of the oldest plants in the world? (J.R.)</i>	What are the many dangers to our World and it's future? Are there any dangers that we can control? What impact can we have if we make a change?	
<i>How do trees grow? (R.W.)</i>		
<i>I would like to learn about climate change (N.V.)</i>		

*I want to know what an Eco-Warrior is, and what job they have to do? (O.I.)*

*How can we stop people from killing nature? (A.T.)*

*Why do animals get killed? (G.J.)*

*What will climate change lead to in 10 years? (A.L.)*

*How does nature help us? How can we help nature? (I.J.)*

*How many trees are there in the world? (E.D.)*

*Which countries have nature that is in the most danger? (F.A.)*

*Why do people cause damage to nature? (N.R.)*

*What are the different types of plants? Different types of fungi? (J.H.)*

*Will wild animals exist in 20 years? (E.D.)*

*How does climate change affect us? (E.D.)*

*How can we stop some animals from becoming extinct? (M.M.)*

**(Rationale):**

By the end of this theme learners will: have a clearer understanding on the term 'Climate Change' and what it means for our natural world. Learners will be able to explain and describe the different causes of climate change, and go into detail about the impact that these dangers are having on our natural world. Learners will be able to confidently outline the many ways in which we can fight climate change, and the positive changes that these choices can have on reversing the damage to our world. Children will develop empathy for the natural world, whilst developing key skills such as performance, creative writing and communication in sharing the knowledge and views they have developed with others.

**Half Termly Value:**

Spring 1 - Trust  
Spring 2 - Peace

**Children's Rights:**

**Spring 1:**

Article 24 - You have the right to health care, nutritious food and safe drinking water.

Article 25 - You have the right to be checked regularly if you are somewhere away from home.

Article 27 - You have the right to a safe place to live.

Article 33 - You have the right to be protected from harmful drugs.

Article 34 - You have the right to be protected from all kinds of harm.

Article 35 - You have the right to be kept safe from strangers.

Article 36 - You have the right not to be taken advantage of.

**Spring 2:**

Article 30 - You have the right to practice your own religion and culture.

Article 32 - You have the right to not do any work that harms your education.

Article 36 - You have the right not to be taken advantage of.

Article 37 - You have the right to be protected from cruel and harmful punishments.

Article 38 - You have the right to be protected from war.

Article 39 - You have the right to help if you are hurt or unwell.

Article 40 - You have the right to help if you are ever in trouble with the police.

***Include the activities and experiences you intend to teach and carry out in each phase box. These should be recorded in black.***

***Add the skill you will be focussing on. Skills should be recorded in red.***

***Include the AoLE directly linked to the activities. Sometimes there may be more than one. These should be written in yellow.***

**Knowledge and Skills (by the end of this phase):**

- I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.
- I can describe and give simple explanations about the impact that physical processes have had on people, places and landscapes in the past and present.
- I can give simple descriptions of the processes that lead to change in the natural world
- I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.
- I can understand how and why experiences affect me and others.
- I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.
- I can identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments.
- I can understand how my actions and the actions of others impact on the environment and living things.

**LNF / DCF:**

- I can adjust keywords and search techniques to find relevant information.
- I can listen to, understand, infer, interpret and recall the general meaning of what I have heard.
- I can listen to, identify and use key words to understand the general meaning and ideas which are implied.
- I can listen to and understand information about a variety of topics, summarising the main points.
- I can make use of reference/digital sources to select, summarise and synthesise information, referencing as appropriate.
- I can ask and answer questions, building on and developing the ideas of others in group discussions.

**Activities go here:**

***I would like to learn about climate change (N.V.)***

- Introduce learners to the term 'climate change' and what it actually means - as this seems to be misunderstood by lots of the class. Discuss with children the different dangers to the environment and the impact they are having on the world. Allow time for children to research when climate change began, what the causes and effects are, and where the world is heading due to climate change.

***How does nature help us? (I.J.)***

- Allow children time to research the impact of nature on our health

Ensure each section of the inquiry cycle is planned. Activities can be amended, added to or changed and these will be added in purple.

and wellbeing - Why do we need nature? (Looking at aspects such as physical health - oxygen production, as well as mental health - benefits of being outdoors).

**How can we help nature? (I.J.)**

- Discuss the term 'eco-warriors' with children, and introduce the different ways we can have a positive impact on our world. Work with children to determine whether these aspects can be achieved over a short-term or long-term basis (and whether the changes are short term or long term goals), as well as whether these are changes we can make as individuals or as part of an informed society/world.

**Why do people cause damage to nature? (N.R.)**

- Immersion Day - Visit the National Botanical Gardens of Wales and take part in the 'Your Carbon Footprint' workshop. Allow learners to look into how our everyday lives can have an impact on the world (e.g. commuting to work, putting rubbish in the wrong bin etc.).

**How can we stop people from killing nature? (A.T.)**

- Immersion Day - Visit the National Botanical Gardens of Wales and take part in the 'Your Carbon Footprint' workshop. Allow learners to engage with alternatives to transport, and look at the carbon footprint they have generated on this trip alone - Work with workshop leaders to think of alternative and better ways for the environment of travelling.

Other lessons running concurrently with link to topic:

- Literacy – Introduction to story writing
- Numeracy – Measure (Looking at lengths of different plants, transferring between measure). Use area and perimeter of different flower beds, greenhouses, greenspaces to calculate to make learning authentic
- STEM – Introduction to MRS GREN – What do plants need in order to survive?

**Phase 6 - Taking Action**

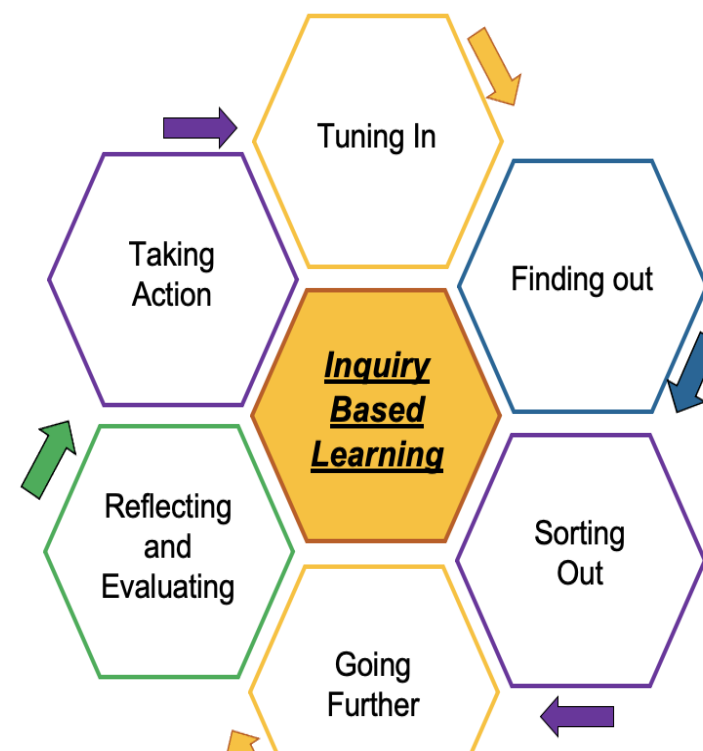
**Aoles:** Humanities / Science and Technology / Health and Wellbeing

**Statement of What Matters:**

- Humanities WM5 PS3
- Science and Technology WM3 PS3
- Health and Wellbeing WM3 PS3
- Health and Wellbeing WM5 PS3

**Knowledge and Skills (by the end of this phase):**

- I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team
- I can explain who is responsible for upholding rights in my locality and in Wales



**Phase 2 - Finding Out**

**Aoles:** Humanities / Health and Wellbeing / Science and Technology

**Statement of What Matters:**

- Humanities WM5 PS3
- Health and Wellbeing WM3 PS3
- Science and Technology WM1 PS3
- Science and Technology WM3 PS3

**Knowledge and Skills (by the end of this phase):**

- I can understand the consequences of my actions and the actions of others, and how these affect my locality and Wales, as well as the wider world.
- I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.
- I can engage with scientific and technological evidence to

- I can explain the role of different organs and systems that enable plants and animals to live and grow.
- I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.
- I can communicate my needs and feelings, and respond to those of others.

#### LNF / DCF:

- I can reflect on, edit and redraft to improve the quality of my expression, and use a range of strategies to ensure greater clarity
- I can listen to and respond to others with questions and comments which focus on reasons, implications and next steps.
- I can listen in order to show agreement and disagreement in collaborative discussion and situations.
- I can speak clearly, recognising the appropriate language for different audiences and purposes, and varying my expression, vocabulary, tone and gestures to engage the audience.
- I can share, talk and write about my thoughts, feelings and opinions using a range of techniques to show impact.
- I can contribute to group discussion in different roles, taking responsibility for completing the task well.
- I can ask and answer questions, building on and developing the ideas of others in group discussions.

#### Activities go here:

##### *What are the different types of plants? Different types of fungi? (J.H.)*

- Using the 'picture this' app, create a 'School Protection Guide' for pupils in other classes, based on the plants/flowers that grow within our school grounds. This includes, the biological name of the plant, where it can be found in school, and what we can do to keep it healthy.

##### *How can we help nature? (I.J.)*

- Take part in the Health and Wellbeing 'Digital Dialogue' project, and focus in on a local issue that is affecting the area (e.g. lack of dog poo bins, lack of recycling bins or lack of cycling lanes to encourage active travel) - Interview councillors in our area about these topics, and ask if they can take our opinions to council to make positive changes in the environment.

inform my own opinions.

- I can understand how my actions and the actions of others impact on the environment and living things.
- I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment.
- I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.

#### LNF / DCF:

- I can use a range of strategies for finding information, e.g. *skimming for gist, scanning for detail.*
- I can distinguish between facts, theories and opinions.
- I can make use of reference/digital sources to select, summarise and synthesise information, referencing as appropriate.
- I can share, talk and write about my thoughts, feelings and opinions using a range of techniques to show impact.
- I can write legibly and fluently.
- I can collect relevant data to answer posed questions.

#### Activities go here:

##### *What happens when lots of people litter in their area? (M.S.)*

- Home in on littering as a big impact of climate change - Work with children to create a flowchart of the process a piece of litter can have from consumer to nature if not disposed of correctly. (Work through stages such as local litter, accumulative litter and then global litter like fly tipping).

##### *What can happen to animals if we damage their homes? (M.S.)*

##### *Why do animals get killed? (G.J.)*

- Focus on 3 animals of which climate change has had a specific impact on their habitats (e.g. Polar Bears, Parrots and Koalas (Bush Fires) - Allow learners to pick their animal of choice and find out what has caused harm to their habitat, and what has happened as a result (figures of extinction / number in the world etc).

##### *How many trees are there in the world? (E.D.)*

- Compare the figures of trees from a historical perspective to today - Find out - Are countries fighting deforestation? Or should more be done to increase the number of trees for habitats in our world? Find out which countries are doing well with these global targets and which countries are still struggling.

##### *How can we stop some animals from becoming extinct? (M.M.)*

- Think back to work done in Immersion Day workshop - What were

		<p>the different ways we can fight pollution and climate change? Find out the positive impact active travel, recycling, and green choices can make on our planet and the world around us.</p> <p><b>What are the different types of plants? Different types of fungi? (J.H.)</b></p> <ul style="list-style-type: none"> <li>• Through STEM (and link to Mrs GREN) look at all the different types of plants, moss, weeds and fungi that exist in the world. Find out how old some of these are, and if they are important to us, and what they can be used for. Find out whether they are safe or harmful to us or animals.</li> </ul> <p>Other lessons running concurrently with link to topic:</p> <ul style="list-style-type: none"> <li>• Literacy – Building story-writing alongside topic – What can be the problem in our Eco-Warrior story? Setting and Character development (e.g. is there a villain who won't recycle or is harming habitats?).</li> <li>• Numeracy – Time – Link to topic by looking at time to get from place to place using different modes of transport (Link to active travel and which would be more impactful even if longer. E.g. cycling/walking)</li> <li>• Expressive Arts – Begin setting up groups for 'Anti-Littering' drama – Look at basic script writing and performance.</li> </ul>
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<p style="text-align: center;"><b>Phase 5 - Reflecting and Evaluating (Performance of Understanding)</b></p> <p style="text-align: center;"><b>THIS SECTION SHOULD ALSO INCLUDE AN OPPORTUNITY FOR SUMMATIVE ASSESSMENT IN ORDER FOR US TO ASSESS WHETHER PUPILS HAVE ACHIEVED THE INTENDED RATIONALE.</b></p> <p><b>Aoles:</b> <b>Humanities / Expressive Arts / LLC</b></p> <p><b>Statement of What Matters:</b></p> <ul style="list-style-type: none"> <li>• Humanities WM1 PS3</li> <li>• Humanities WM5 PS3</li> <li>• LLC WM4 PS3</li> <li>• LLC WM2 PS3</li> <li>• Expressive Arts WM1 PS3</li> <li>• Expressive Arts WM3 PS3</li> </ul> <p><b>Knowledge and Skills (by the end of this phase):</b></p> <ul style="list-style-type: none"> <li>• I can present my findings in a variety of ways, drawing conclusions and making judgements based on the evidence used.</li> <li>• I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.</li> <li>• I can use my knowledge of writing styles and the features of different literary genres to create my own work.</li> <li>• I can listen empathetically to different people's viewpoints on various subjects.</li> <li>• I can explore and describe how artists and creative</li> </ul>	<p style="text-align: center;"><b>Phase 4 - Going Further</b></p> <p><b>Aoles:</b> <b>Health and Wellbeing / Science and Technology / Expressive Arts / Humanities</b></p> <p><b>Statement of What Matters:</b></p> <ul style="list-style-type: none"> <li>• Health and Wellbeing WM3 PS3</li> <li>• Science and Technology WM3 PS3</li> <li>• Expressive Arts WM3 PS3</li> <li>• Science and Technology WM1 PS3</li> <li>• Humanities WM2 PS3</li> <li>• Expressive Arts WM2 PS3</li> </ul> <p><b>Knowledge and Skills (by the end of this phase):</b></p> <ul style="list-style-type: none"> <li>• I can make considered decisions, taking into account available information, including past experiences.</li> <li>• I can explain the role of different organs and systems that enable plants and animals to live and grow.</li> <li>• I can draw upon my design knowledge and make connections with greater independence to modify and develop my creative designs.</li> <li>• I can understand how my actions and the actions of others impact on the environment and living things.</li> <li>• I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others</li> <li>• I can reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work</li> </ul> <p><b>LNF / DCF:</b></p>	<p style="text-align: center;"><b>Phase 3 -Sorting Out</b></p> <p><b>Aoles:</b> <b>Humanities / Health and Wellbeing / Science and Technology / LLC</b></p> <p><b>Statement of What Matters:</b></p> <ul style="list-style-type: none"> <li>• Humanities WM1 PS3</li> <li>• Health and Wellbeing WM3 PS3</li> <li>• Science and Technology WM1 PS3</li> <li>• LLC WM2 PS3</li> <li>• LLC WM3 PS3</li> </ul> <p><b>Knowledge and Skills (by the end of this phase):</b></p> <ul style="list-style-type: none"> <li>• I can use appropriate methods to gather information related to my enquiries and I am able to interpret the information obtained in the context of the enquiry question.</li> <li>• I can make considered decisions, taking into account available information, including past experiences.</li> <li>• I can engage with scientific and technological evidence to inform my own opinions.</li> <li>• I can understand how my actions and the actions of others impact on the environment and living things.</li> <li>• I can listen to and understand information about a variety of topics, summarising the main points.</li> <li>• I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.</li> <li>• I can understand that decisions can be made individually and</li> </ul>
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work communicate mood, feelings and ideas and the impact they have on an audience.

- I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.

#### LNF / DCF:

- I can speak clearly, recognising the appropriate language for different audiences and purposes, and varying my expression, vocabulary, tone and gestures to engage the audience.
- I can express issues and ideas clearly using area of learning and experience/discipline-specific vocabulary and examples.
- I can contribute to group discussion in different roles, taking responsibility for completing the task well.
- I have experienced speaking with different people in a variety of authentic contexts.
- I can use language appropriate to writing, including standard forms, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses.
- I can write legibly and fluently.
- I can adapt my writing style and structure to suit the audience, purpose and context, e.g. suitable balance between facts and viewpoints, a precise conclusion.

#### Activities go here:

#### *I want to know what an Eco-Warrior is, and what job they have to do? (O.I.)*

- In Literacy, create our very own 'Eco-warrior' fictional tale, complete with a hero who protects the environment from a villain who is out to pollute/damage the world! Share these stories with parents at an 'End of Year' Picnic to develop oracy and communication skills.
- Allow learners time to apply what they have learned to create a 'Job-Advert' poster for a brand new eco-warrior. Thinking back to going further phase, ask learners what is important to the role of an eco-warrior and what type of people should be encouraged to apply.

#### *I would like to learn about climate change (N.V.)*

- As well as sharing stories, learners feedback their projects after they were split into groups, to both parents and pupils. Learners teach each other the important details of different climate change factors, and explore our responsibility in helping to save the environment. This includes:
  - Name of factor
  - The history of the factor (when did it begin, what is the purpose of it)
  - Damage that factor causes

- I can distinguish between facts, theories and opinions.
- I can make use of reference/digital sources to select, summarise and synthesise information, referencing as appropriate.
- I can collect relevant data to answer posed questions.

#### Activities go here:

#### *What are some of the oldest plants in the world? (J.R.)*

- When looking into the history of planets, and how our natural world has evolved over time, explore with children the scientific and biological names for different plants - Why do they have longer names? What is the purpose of this? Which ones date back the furthest?

#### *I want to know what an Eco-Warrior is, and what job they have to do? (O.I.)*

- Based on research of climate change, what causes climate change, and what can be done to reverse the impact of climate change, go further by asking children to design someone who is the perfect 'eco-warrior' - How do they behave? What choices do they make? How do they travel? What food do they eat? How do they live sustainably?

#### *Will wild animals exist in 20 years? (E.D.)*

- Allow learners time to research the different animals on the endangerment list - Go further by looking into these animals, and what needs to be done to protect their survival - Look at whether these changes/protective measures are short term or long term measures, and who they can be achieved by.

#### *What will climate change lead to in 10 years? (A.L.)*

- Go further by imagining how differently the world could look if positive changes are not made by us locally or around the world. In expressive arts, explore the colours of this world - light or dark? Explore the landscape shapes? Healthy or damaged?

collectively, and that they can be influenced by a range of factors.

#### LNF / DCF:

- I can use techniques to remember the main points of presentations, e.g. make notes, summarising, reviewing.
- I can listen in order to show agreement and disagreement in collaborative discussion and situations.
- I can use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.
- I can distinguish between facts, theories and opinions.
- I can share, talk and write about my thoughts, feelings and opinions using a range of techniques to show impact.
- I can contribute to group discussion in different roles, taking responsibility for completing the task well.
- I can write a comprehensive account of a topic, theme or viewpoint
- I can collect relevant data to answer posed questions.

#### Activities go here:

#### *I would like to learn about climate change (N.V.)*

- (Link to LLC Journey) - After finding out stage is complete, sort children into research groups based on their preference of climate change category (deforestation, air pollution, land/sea pollution and agriculture (through cows and methane). Allow time for children to sort out the information they want to collect about their aspect and allocate roles to different children (Explain that these presentations/projects will be used as the performance of understanding to children and parents).

#### *I want to know what an Eco-Warrior is, and what job they have to do? (O.I.)*

- Sort out the responsibilities of different 'eco-warriors' in different places/situations (e.g. what can we do in school? What can we do at home? What should the council be doing in our local environment?). Use this to create an eco-warrior pledge for different places (e.g. home/school) to show others how we can look after the world.

#### *Which countries have nature that is in the most danger? (F.A.)*

- Sort out the biggest challenges that face different countries around the world (e.g. Countries in Asia may have more issues with deforestation than the UK). Introduce children to the COP meetings and the promises different countries have made through their goals and deadlines. Sort out which countries are on track, and those that may need extra support.

#### *Why do people cause damage to nature? (N.R.)*

- (Link to LLC Writing Map) - Create a pro's and con's list of the

- Animals that factor hurts
- Where in the world the factor takes place
- What can be done to reverse/stop/as an alternative to the factor
- What would be the benefits of stopping the factor (e.g. improved habitats / saving animals)

**(If time allows, these can also be shared with parents at the Picnic).**

**What will climate change lead to in 10 years? (A.L.)**

- Children create art piece based on a 'healthy/unhealthy' world, after their research into what the world could look like if we don't make positive changes. This piece should show through performance the understanding consolidated in the topic, but also the different in colour, texture and imagery in both sides of the 'world'.

Other outputs:

- STEM - Computer Science Investigation - Creating a scratch coding game to encourage children to water plants or pick up litter

different climate change contributors - Sort out what can be achieved from the things that hurt our environment (E.g. Deforestation - Pro = Access to wood for resources, Con = Removing key habitats from animals).

Other lessons running concurrently with link to topic:

- Literacy - Writing Journey - Begin sorting out important literacy techniques and punctuation needed for writing journey and practice these skills with children (e.g. speech marks, paragraph writing, ellipses for drama, exclamation etc)
- Numeracy - Probability/Percentage/Ratio - Use topic-based word problems to practice before national tests
- STEM - Data Everywhere - Use HWB to create branch tree diagrams to explore different characteristics of plants and flowers grown in our world.
- Expressive Arts - Sort out how different dance moves are related to nature? Explore some eco-choreographers who use natural animal-like movement to talk about our changing world.