

Dear Earth

How is climate change impacting food chains?

Academic Excellence

We will learn the knowledge on the 'recall page' and we will be mastering the following skills:

- Identify parts of the food chain
- Identify sources of food
- Explain how different parts of the food chain are essential for survival
- Ask and answer simple scientific questions in different ways
- Use secondary sources and observations to answer scientific questions
- Identify, compare sort and classify

Character

What value am I focusing on and how will I demonstrate it?

Aspiration

We will be using the character trait of aspiration to help us to make our assembly the best it can be. We will be learning to recognise our strengths and weaknesses and how we can use this knowledge about ourselves to help us to make progress.

Outcome– How will our learning be used in real life?

We will be writing our own versions of the story "Dear Earth" and using these as part of an educational school assembly to inform others on this global and local problem.

Learning to Learn

Our focus thinking tool is:
An evidence map

Personalisation

What will help me in this experience?
Choosing how much I change my story from the story map
Choosing how to record my knowledge in my journal
Choosing where I learn best to sit in the classroom

Rights Respecting

Article— 13 The right to find out things and share what you think with others, by talking, drawing, writing.

Concept

Structure



Recall Page

Vocabulary

Food chain	A food chain shows how each living thing gets its food. Some animals eat plants and some animals eat other animals
Sources	The place something comes from or starts at, or the cause of something
Obtain	To get something that is not so easy to come by
Predator	If an animal eats other animals
Prey	An animal that is hunted by another for food. Prey are hunted by predators.
Threat	An impending danger that has the potential to cause serious harm
Survive	To remain alive
Source of food	Where food comes from
Essential	Something that is necessary
Secondary Source	Sources created by people who weren't at the reported event

Knowledge

I will need to know:

- What a food chain is
- Different sources of food
- That food chains show how animals obtain their food
- Animals need parts of the food chain to survive
- What a producer is
- What a consumer is
- What a secondary consumer is
- What a predator is
- What climate change is
- What an expanded noun phrase is
- How climate change is effecting food chains

Key facts

What is a food chain?	A food chain shows how each living thing gets its food. Some animals eat plants and some animals eat other animals
What is climate change?	The long-term changes in global temperatures and other characteristics of the atmosphere. Human activity is causing worldwide temperatures to rise higher and faster than any time we know of in the past.
What is a producer?	Organisms that can make their own food.
What is a consumer?	Organisms that eat other living things are known as consumers.
What is a predator	Animals that hunt other animals as their prey.



Expert example

Dear Earth, Tessa began. The sea roared in the distance and Tessa continued to write... My Grandpa has told me a lot about you, you sound wonderful! One day, I am going to be an explorer, just like Grandpa. Most of your surface is covered in cool, crisp water. I want to dive into your deep, dark oceans and see shoals of swirling fish. I'd blow bubbles with the whales and glide like a turtle. I'd love to explore your lands too. When the animals stampede I'd run amongst them. My heart would beat as loudly as their thundering, mighty hooves! You are home to gigantic mega beasts as well as teeny-weeny creatures. I want to skip through your beautiful, tranquil meadows and kiss the butterflies... Splash under blue, glistening waterfalls and float in stunning lagoons. Part of you is frozen over. Do you ever feel the cold? Grandpa says that unicorns swim in the Arctic. You have a spine of magnificent, elegant mountains that tower over everything. Some of them have their heads in the clouds! In the underwater forest of the mangroves, sharks keep their babies safe. I'd like to slide down desert dunes...but avoid the green, prickly cacti! When the bears go fishing, I'd watch and dip my toes in the river. Up in your rainforest canopy I would join in the screeching hullabaloo of the birds and monkeys. High in the sky I would fly with the tropical, swishing birds. Soaring and swooping, up, up I'd go! Earth, you are full of wonder, but you're fragile and you need love and care. Grandpa says that humans have hurt you...but we can heal you too. The sea continued to roar in the distance as she finished her letter simply: Love from Tessa x

Take-Home Task— Can you think and action one way that you can help to stop climate change at home. Can you write a letter telling your teacher all about what you have done at home, you can include photographs and even could send a video of what you have been doing. Make sure you get your whole family to keep to the pledge you have made!

How can you help at home? You can help at home by reading and researching with your child. You could visit the local library and read some books o climate change and the problems we are facing as a world. You could use technology to research global issues facing food chains both in our region but also globally.

Where can you find the outcome from our previous experience? This is out first experience but the outcome will be shared in a whole school assembly.