

Topic (History/Geography)

Weekly LO plus outline of activities and outcomes

1. [L.O. I can use an atlas to locate parts of the world: Where in the world?](#)

Using the KWL Grids, as a class the children share the knowledge that they already have about St. Lucia. Click on the spinning world to proceed to the next slide which will allow them to find St. Lucia on the map. Before doing this they could use an atlas themselves to try and locate it.

2. [L.O. I can compare weather of two locations: Weather](#)

These charts can be used to compare and contrast the weather both in St. Lucia and in England. They can be filled in on a daily basis for as long as you deem necessary. Use the BBC site, which gives all the information needed to complete the table. After the charts have been filled they could then put them into a spread sheet and form graphs in which the children will be able to clearly see the differences. The more able children will be able to present their findings in a variety of graphs.

3. [L.O. I can examine and compare social geography of 2 locations: A typical family](#)

Click four times to bring the family members on to the screen. Letter writing to the characters, or the children become one of the characters and write a letter to someone in Wales: Comparison of school days., Description of their own families, include hobbies etc. or Write about, A day in the life of...

4. [L.O. I can compare and contrast 2 points of view: Effects of Tourism](#)

Look at the issues relating to the changing of St. Lucia. The affect that the tourists are having on the island - positives and negatives. Split class into 2 groups - one to make lego houses that are then destroyed by hotel developers; other group to act out scenario of people gaining employment through tourism. Finish with a class debate over positive/negative effects of tourism.

5. [L.O. I can annotate a diagram comparing differences: Living in St Lucia](#)

Use the internet to investigate the different types of houses in St. Lucia. Compare this with houses in the local area, through the internet and/or the local papers. Look at the terminology used when selling houses. Make comparisons between the houses here and there. Design a property from either localities and write an advert to go with it.

6. [L.O. I can argue my point and answer questions about my argument: Fair trade](#)

As a class read the Nioka's story. Questions can be raised about how it makes the children, their opinions on Fair-trade. Can they imagine how they would feel living a life like that. Have any of them noticed any fair-trade products being sold in their local area. Brainstorm what they have seen. Design posters to help promote fair-trade around your school. Use the internet to look in more detail at Fair-trade

Resources needed:

maps
Weather charts
Laptops (4. Effects of Tourism and 5. Living in St Lucia)
Lego

Science

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[L.O. To understand how humans digest food.](#)

Explain that digestion is the act of softening & changing food so that the body can absorb & use it for energy & growth. Chn find out which human organs are involved & begin a class model of the human digestive system.

[L.O. To know how the body reacts to a bad diet or poisonous foods](#) Discuss further details of the digestive system including functions of the various organs involved. Find out what happens when we eat poisonous or bad food & how illnesses can be caused by poor diets.

[L.O. To understand the digestive system of animals.](#) Compare human digestive system to other animals' particularly ruminants. Chn define carnivores, herbivores & omnivores & investigate examples of each type of animal.

[L.O. To know the different teeth and their function](#) Look at models of teeth or sets of teeth. Use mirrors to look at & count own teeth. Compare teeth of different animals. Learn about incisors, canines, (premolars) & molars. Find out what they are used for.

Resources needed:

Pictures of matter
Bowls of varying temperature water
Thermometers
Kettle
Cling film
Ice
Balloons
Coat hangers
Pictures of clouds and Water Cycle
Objects: lego; sponge; pumice stone; marbles

Art and DT

For each session, an LO plus brief outline of the outcome/activity and artistic skill being explored

D&T (second half-term)

Unit - 'Beach bag'

1. [L.O. I can research design options](#)
Explore a range of bags

Why are bags important if you are visiting the beach?

2) [L.O. I can complete a product design](#)
Design your own bag

Design your bag with a user and purpose in mind.

Share your ideas and suggestions.

3) [L.O. I can plan to make a product](#)
Plan the steps required

What are the stages required for your product to be complete?

4) [L.O. I can make a product](#)
Make the bag

Use the tools & equipment available to make the bag. How can you make sure it is secure?

5) [L.O. I can decorate a product](#)
Decorate the bag

Take into account the aesthetic qualities. Is the bag as they had designed or have they altered parts of the design?

6) [L.O. I can evaluate a project](#)
Evaluate the bag

Identify ways that the bag could be improved.

Resources needed:

Range of bags
Fabric/materials (denim)
Needles and thread
Fabric glue
Sequins
Buttons
Feathers

Science

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L.O. To understand how to keep teeth healthy. Learn about the importance of keeping your teeth healthy & watch an animation. Study tooth decay & draw a careful diagram of a tooth. Start an enquiry to see which liquid does least damage to an eggshell.

L.O. To investigate how sugar impacts teeth, Continue with & complete the eggshell enquiry from the last session. Record the results. Can we use the results to draw a conclusion? Was our prediction right? Was it a fair test? Finish posters about tooth care. Identify sugar content from labels.

L.O. To understand the digestive system of animals. All living things in a habitat are interdependent. Plants are producers & animals are predators &/or prey. Chn investigate a number of feeding relationships & create food chains to show the transfer of food (energy) from the producer to the consumers.

L.O. To understand the food chain. Introduce chn to a simple food chains from producer, predator and prey. Children understand more complex feeding relationships and develop their own feeding web. They discover the impact that small changes can have on the whole web. Discuss the importance of plants to all life on Earth!