



Explorers Sample Theme Plan: 1st Class

10. Animals

Learn about Mary Anning, the famous fossil hunter, and how fossils are formed. Study a seaside environment and the animals that can be found there. Then take a closer look at the animals of the seaside and the parts of a fish.

Notes

If possible, plan a trip to the seaside. Alternatively, gather pictures of a seaside area.

Materials	Books	Useful Links
<ul style="list-style-type: none"> • Images of fossils • Salt dough or clay • Seaside items (if not visiting the seaside), e.g. sand, seaweed, shells 	<ul style="list-style-type: none"> • <i>Stone Girl Bone Girl</i> by Laurence Anholt • <i>Ivy + Bean Break the Fossil Record</i> by Annie Barrows • <i>Commotion In The Ocean</i> by Giles Andreae <p>National Geographic Kids:</p> <ul style="list-style-type: none"> • Pre: At the Beach; Swim, Fish! • L1: Dinosaurs; Sea Otters • L2: Dolphins; Sharks; Weird Sea Creatures 	<p>YouTube: <i>Mary Anning – Fossil Hunter</i> by Science Box</p> <p>www.noticenature.ie</p> <p>www.leavenotraceireland.org</p>

Key Vocabulary

History	Geography	Science
fossil fossil hunter curiosities discoveries ichthyosaur	seaside sea beach rockpool sand dune cliff jellyfish seal seagull starfish	crab shell seaweed natural man-made living non-living

seal crab jellyfish fish salmon cod bass trout fur flipper	shell claw tentacle tail mouth eye gill scale fin feather
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Integration

Maths: Sort and categorise materials found at the seaside, compile data and represent findings.

Visual Arts: Create fossil models, explore textures in the context of animal coverings, create seaside postcards.

SPHE: Explore the area of water and seaside safety. Appreciate and take responsibility for taking care of the local environment.

Physical Education: Use the seaside (if appropriate) for outdoor and adventure activities, e.g. walking, treasure hunts, simple orienteering and other outdoor challenges.

Drama: Use the story of Mary Anning as a stimulus in drama development.

Home/Parental Involvement

Where possible, visit the seaside or similar environments and observe the animals and natural materials there.

Theme Overview

P indicates an *Explorers* Print Resource in the *Explorers* Student Book.

D indicates an *Explorers* Digital Resource on FolensOnline.

	LESSON 1	LESSON 2	LESSON 3
HISTORY	<p>Focus: Mary Anning</p> <p>Brainstorm the word 'fossil'. Record what the children know and want to know about fossils on a KWL chart.</p> <p>P Who was Mary Anning? p. 74 Read and discuss the text. Hot-seat the teacher as Mary. Write a diary entry about the day Mary found the ichthyosaur fossil.</p> <p>D Mary Anning: Questions Answer the questions about Mary Anning and fossils. Add to the L section of the KWL.</p>	<p>Focus: Fossil formation</p> <p>Display images of fossils for discussion. Has anyone ever seen/ discovered a fossil?</p> <p>P How are animal fossils formed? p. 75 Read about fossil formation. Complete the activity. Add to the L section of the KWL.</p>	<p>Focus: Importance of fossils</p> <p>Recap how fossils are formed, sequencing the steps. Discuss the importance of fossils: Why are fossils studied?</p> <p>Make Have children create their own fossils of imagined creatures from salt dough. Ask them to present their fossil to the class in role as a historian, explaining what the fossil tells us about the creature. Add to the L section of the KWL.</p>
GEOGRAPHY	<p>Focus: Introduce a seaside environment</p> <p>Play seaside sounds. Ask children to identify what they can hear and to predict what they will learn about. Ask children to draw something they expect to see at the seaside.</p> <p>D The Seaside: Explore (image also on p. 76) Explore the seaside image. Focus on the animals and natural materials. Discuss trips that children have taken to the seaside. What did they see, hear, smell, touch, do?</p> <p>D The Seaside: Label Label the natural materials.</p>	<p>Focus: Explore a seaside environment</p> <p>Field Study Explore a seaside environment.*</p> <p>P What would you find at the seaside? p. 76 and p. 77 Have children use their senses to record what they can see, hear, feel, smell and taste. Sort materials into natural and man-made, living and non-living, and plants and animals. Use other criteria to sort material, e.g. colour and size. Collect, examine and sort shells. Build a tower of stones. Take/draw pictures. Play 20 Questions with items found at the seaside.</p>	<p>Focus: Taking care of the seaside</p> <p>Show children pictures of things that can harm the seaside environment, e.g. litter on the beach and in the sea, campfires, sewage pouring into the sea. Discuss ways in which we can look after the seaside. Create an action plan to take care of or enhance the seaside.</p>
SCIENCE	<p>Focus: Seaside animals</p> <p>Brainstorm animals that live at the seaside. Make a list. Sort them into groups.</p> <p>P What animals live at the seaside? p. 78 Read and discuss the animals. Choose some other seaside animals to research.</p>	<p>Focus: Research</p> <p>P What animals live at the seaside? p. 78 First create a class fact file for a seaside animal based on the fact file on p. 78. Demonstrate how to find information, e.g. using books and the internet. If possible, link with a trip to the seaside. Then, have each child choose their own seaside animal to research, using the demonstrated methods. Complete the fact file on p. 78.</p>	<p>Focus: Parts of a fish</p> <p>D The Parts of a Fish: Flashcards Study each part of a fish. If possible, study a real-life fish (e.g. a class goldfish) or take a trip to an aquarium.</p> <p>P What are the parts of a fish? p. 79 Complete the labels for the parts of a fish. Discuss other animal coverings. Show children examples in pictures or real feathers, shells, etc.</p>

*Where it is not possible to do a field study, photographs could be used and a selection of natural materials could be brought into the classroom. The seaside could also be substituted with a pond, lake, river or other body of water.

Curriculum Information	
History	
Stand and Strand Unit	Skills
<p>Story: Stories</p> <ul style="list-style-type: none"> • Listen to, discuss, retell and record some simply told stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments • Distinguish between fictional accounts in stories, myths and legends and real people and events in the past • Discuss the actions and feelings of characters 	<p>Working as a historian</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time and chronology <input type="checkbox"/> Change and continuity <input type="checkbox"/> Cause and effect <input checked="" type="checkbox"/> Using evidence <input checked="" type="checkbox"/> Synthesis and communication <input checked="" type="checkbox"/> Empathy
Geography	
Stand and Strand Unit	Skills
<p>Natural environments: The local natural environment</p> <ul style="list-style-type: none"> • Identify, explore and discuss aspects of some major natural features in the local environment • Observe, discuss and investigate water in the locality • Observe, collect and investigate a variety of natural materials in the local environment • Record and communicate experiences and observations using simple drawings, plans, displays, models and sketches <p>Environmental awareness and care: Caring for my locality</p> <ul style="list-style-type: none"> • Identify, discuss and appreciate the natural and human features of the local environment • Observe and develop an awareness of living things in a range of habitats in local and wider environments • Identify, discuss and implement simple strategies for improving and caring for the environment • Identify and help to implement simple strategies for protecting, conserving and enhancing the environment • Become aware of ways in which the environment can be polluted or harmed 	<p>A sense of place and space</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> A sense of place <input checked="" type="checkbox"/> A sense of space <p>Maps, globes and graphical skills</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Using pictures, maps and globes <p>Geographical investigation skills</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Questioning <input checked="" type="checkbox"/> Observing <input checked="" type="checkbox"/> Predicting <input checked="" type="checkbox"/> Investigating and experimenting <input checked="" type="checkbox"/> Estimating and measuring <input checked="" type="checkbox"/> Analysing <input checked="" type="checkbox"/> Recording and communicating
Science	
Stand and Strand Unit	Skills
<p>Living things: Plants and animals</p> <p>Variety and characteristics of living things</p> <ul style="list-style-type: none"> • Observe, identify and explore a variety of living things in local habitats and environments • Develop some awareness of plants and animals from wider environments • Recognise and describe the parts of some living things 	<p>Working scientifically</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Questioning <input checked="" type="checkbox"/> Observing <input type="checkbox"/> Predicting <input type="checkbox"/> Investigating and experimenting <input checked="" type="checkbox"/> Estimating and measuring <input checked="" type="checkbox"/> Analysing <input checked="" type="checkbox"/> Recording and communicating <p>Designing and making</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exploring <input type="checkbox"/> Planning <input type="checkbox"/> Making <input type="checkbox"/> Evaluating