

# Overview – Lesson 1 “Life”

## Focus: Extreme animals – Fish

| Theme/Programme Link  | Curriculum Links  | Learning Objectives/Lesson Outline  | Differentiation  | Resources  |
|---|---|---|--|--|
| <b>Lesson 1</b><br>“Life”:<br>Focus: Extreme animals – Fish | <b>Literacy – Ent1: Speaking and Listening</b><br>To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to:<br><b>1a:</b> use vocabulary and syntax that enables them to communicate more complex meanings.<br><b>1b:</b> gain and maintain the interest and response of different audiences (for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects)<br><b>Listening – 2a:</b> identify the gist of an account or key points in a discussion and evaluate what they hear<br><b>Ent1 4c:</b> use dramatic techniques to explore characters and issues | <b>Learning Objectives:</b><br><i>Can I order the life and work of David Attenborough on a timeline?</i><br><i>Can I speak with conviction on a subject, listen, evaluate and make informed decisions?</i><br><b>Lesson Outline:</b><br><b>Starter activities/engagement:</b><br><i>Being in a jungle</i><br><i>Who is David Attenborough?</i> (use timeline cards)<br>Give out Timeline cards with major events in David Attenborough's life on them.<br>In groups, children order the timeline. First group to finish wins.<br><b>Whole class teaching:</b><br><i>Analysing behaviour in the wild</i><br>Look at clips of David Attenborough with animals in the wild.<br>Get children to focus on his body language/use of voice/what he is wearing.<br>Talk about the importance of him blending into the background in nature. | Mixed ability groups.<br>True or False cards should be differentiated – some easier spelling and less complicated. | Lesson plan 1 (see next page)<br>Powerpoint 1: Fish<br>– Sir David introduction clip<br>– Blue whale clip<br>Activities: Lesson 1<br>– Timeline cards<br>– True or False cards |
|   |   | <b>Individual work:</b><br>Teacher gives each child a TRUE or FALSE card. Only individuals know whether their statement is true or false.<br>Statements are half made up and half taken from facts from “Life”. Each child must explain their fact to the class.<br>Other children guess whether it is True or False.<br>Game could be played in teams – most points wins.<br><b>Extension:</b><br>Get children to make up their own True or False fact to include in the game.<br><b>Plenary:</b><br>Watch some clips/look at images of the “true” facts and show children these particular types of fish.   |  |  |

# Lesson plan 1

## “Life”

inspired by  
**Attenborough**

### Focus: Extreme animals – Fish

#### **Starter activities/engagement:**

##### Being in a jungle

Get children to imagine themselves in a jungle, 10 feet from a gorilla; what would they do? How would they act? Why might they be there? Why do we study animals? Why do we study our natural habitat?

Hot Seating Activity: Pupils enact scenarios in which they encounter a gorilla in a variety of moods e.g. angry/aggressive, asleep, frightened, amorous. Different pupils are selected by teacher to enact dealing with the gorilla in a specific mood.

##### Who is David Attenborough?

Listen to a clip of David Attenborough's voice. Whose voice is this? – use slide 1.

Show children slide of David Attenborough and discuss what he does.

Show children David Attenborough's introduction clip.

Give out Timeline cards with major events in David Attenborough's life on them – use Activities: Lesson 1. In groups, children order the timeline. First group to finish wins.

Show slides 2 and 3 of David Attenborough's life and work.

Talk about why he is important, and that this year is a special year for him, (85th birthday) which the Eden channel are celebrating, by showing his work.

Go through and discuss some of the events on the timeline to make sure children have a good understanding.

#### **Whole class teaching:**

##### Analysing behaviour in the wild

Look at clips of David Attenborough with animals in the wild (see slide 4).

Get children to focus on his body language/use of voice/what he is wearing. Talk about the importance of him blending into the background in nature. E.g. use of voice (quiet so doesn't disturb the animals).

#### **Individual work:**

Show children Blue Whale clip on slide 5.

Teacher gives each child a TRUE or FALSE card – use Activities: Lesson 1. Only individuals know whether their statement is true or false.

Statements are half made up and half taken from facts from “Life”. E.g. “Fish can fly – True or False?” or “It is possible to have a pregnant male fish – True or False?” or “a particular type of fish has a top speed faster than a cheetah”, etc.

Allow children to elaborate as they wish in order to convince the rest of the class that their statement is true.

Each child must explain their fact to the class and elaborate/describe seeing this with their own eyes, as if they were there when this amazing fish was filmed.

Other children guess True or False.

Game could be played in teams – most points wins.

#### **Extension:**

Get children to make up their own True or False fact to include in the game.

#### **Plenary:**

Watch some clips/look at images of the “true” facts and show children these particular types of fish – use slides 6-9.