

Just Right [KS1, 30mins]

Learning Objective: To understand how we can help to keep the Earth's systems in balance.

Key Environmental Concept: Balance in Nature

The Earth has been in a stable state of balance (or homeostasis) for a long time, making it favourable to many forms of life. Burning fossil fuels, cutting down forests, and creating waste and pollution have unsettled this healthy balanced system.

Assessment Statements

By the end of this session:

- ⇒ all children will be able to feel their bodies change temperature and notice balance within their bodies
- ⇒ most children will be able to identify an owl, a bat and a dormouse, and understand the meaning of Herbivore (eats only plants), Carnivore (eats only meat) and Omnivore (eats both plants and meat).
- ⇒ some children will understand that a healthy system is self-regulating or self-balancing by noticing bodily sensations.

Resources: n/a

Key vocab: balance, herbivore, omnivore, carnivore

Session plan:

1. Group game: Goldilocks quiz (see Appendix A) [5 mins]
 - a) Teacher asks true or false questions about Goldilocks.
 - b) All children give their answers by placing hands: thumbs up = true OR on hips = false
 - c) Ending on the idea of 'just right: not too hot and not too cold'
2. Group movement activity: [5 mins]
 - a) Teacher asks all children to rub their hands together for 30 seconds until they can feel heat in their hands. Place their warm hands on their cheeks. Notice how long it takes for their hands to cool down to normal, or 'just right'.
 - b) Teacher clarifies that sometimes the Earth heats up, and trees help it to cool down. Trees take in CO₂ and help the Earth get back to 'just right'. That's why woodlands are very important for the Earth and us.
3. Nature Observation activity: [13 mins]
 - a) In the South Downs National Park, woodlands make a home which is 'just right' for some animals, can anyone guess which animals they will be?
 - b) Watch [Woodlands video](#) from 3:46 to 9:00 and observe which animals live in the woodlands.
 - c) In pairs, say why the woodlands are 'just right' for these animals (e.g. provides enough food).
4. Animal Categorisation Activity: [5 mins]
 - a) Can you guess what each of these animals might eat?
 - b) Teacher clarifies the difference between Herbivore (eats only plants), Carnivore (eats only meat) and Omnivore (eats both plants and meat). Teacher clarifies how eating different things helps each animal live together in balance.
 - c) Children make up actions for Herbivore, Carnivore, and Omnivore (e.g. claws for carnivores).
 - d) Children use actions to categorise butterfly, owl, bat & dormouse as herbivore/carnivore/omnivore?
5. Lesson Ending: Celebrating Nature [2 mins]
 - a) Each child chooses which of those three animals they would want to be and indicate this upon teacher's request by doing the relevant action.

KS1 Science Curriculum:

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

Homeostasis: Living beings keep finding a 'just right' balance even though the outside world is changing. The same self-regulation principle applies to the Earth.

Animals in video:

- Purple emperor butterfly: tree sap
- Barbastelle bat: moths, midges & beetles
- Tawny owl: mice, voles, small birds, large insects & earthworms
- Hazel Dormouse: berries, seeds, flowers, pollen & nuts, insects

Taking it outside:

Go and find a tree outside. Rub your hands together to make them warm then place your hands on the tree. Say thank you to the tree for balancing out the carbon and oxygen to keep the Earth just right.



Appendix A: Goldilocks quiz.

Teacher asks a true or false question.

Everyone says whether they think it's true or false by putting their thumbs up (true) or putting their hands on their hips (false).

1. Goldilocks had black curly hair (F - she had golden hair)
2. The three bears lived in a sandcastle by the sea. (F - they lived in a house in the woods)
3. A woods or woodland is a place where there are many trees (T)
4. Bears are the only animals that live in woodlands (F - hear from other examples from the group)
5. Some animals like to live in woodlands because there are places for them to make a home and food for them to eat (T).
6. When Goldilocks came into the house, the house was empty because the bears had gone out whilst their porridge cooled (T)
7. Goldilocks first tasted the porridge of the big bear and it was just right (F - it was too hot)
8. When goldilocks tasked the baby bear's porridge it was just right because it was neither too hot nor too cold (T)
9. When Goldilocks went to sleep in the baby bear's bed it turned into a dragon and gobbled her up (F - it was just right and she fell asleep)