



The Skeleton Dance [30 mins, KS1]

Learning Objective: To understand how the Earth's systems are connected.

Key Environmental Concept: Connection

Understanding the connections in the natural world supports children in thinking of the Earth as a living network of interconnected parts.

Assessment Statements:

By the end of this session:

- ⇨ all children will be able to name different parts of their body
- ⇨ most children will be able to describe how two natural elements/beings are connected.
- ⇨ some children will be able to describe how three or more elements are connected in a living system.

Resources:

Paper, colouring pencils

Key vocab:

Connection, Natural, Elements, Beings

Session plan

1. Connection in the Body: Group Movement activity: [5 mins]
 - a) Watch [the skeleton dance](#) and copy the movements of the skeleton.
 - b) Teacher clarifies that 'Connection' is a relationship where one thing is linked with something else.
2. Connection in Nature: Group Discussion activity: [5 mins]
 - a) Teacher clarifies that planet Earth is connected just like our human bodies.
 - b) Thinking about the living body of a tree, can anyone think of how a tree is connected to natural elements? (e.g. The tree's leaves turn sunlight into food, the wind blows leaves to the ground, the rain breaks down leaves and turns them into soil, the soil gives food for plants and flowers).
 - c) How do humans connect with different trees? (e.g. pick fruit/conkers, sit in shade, enjoy autumn colours)
3. Connection in the South Downs National Park: Nature Observation activity [8 mins]
 - a) Prepare [this video](#) about Woodlands in the South Downs National Park
 - b) Watch 00:00 - 1:00
Can you spot any plants or animals that you might know in the video? (e.g Geese, Fallow Deer, Oak Tree, Owl)
 - c) Watch 1:00 - 3:46. Can you spot two different plants, animals or elements that are connected in the video?
4. Paired Drawing activity: [10 mins]
 - a) Teacher models how to draw a diagram/scene/drawing to show some of the connections between the natural elements and living beings that they have seen in the video (model image on slides).
 - b) Children draw what they remember seeing or do their own diagrams with arrows to show connections.
5. Lesson ending: Share drawings [2 mins]
 - a) Pairs hold up their drawings for others to see.
 - b) Subject to time, the teacher may ask some children to describe the connections they've seen.

KS1 Science Curriculum:

- Identify, name, draw and label the basic parts of the human body
- Non-statutory guidance: Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes

Natural: Existing in the world naturally, not made or caused by humans.

Beings: Animals, Plants, Fungi
Elements: Water (rain, rivers, oceans), Air (wind), Earth (rocks, soil), Fire (sunlight).

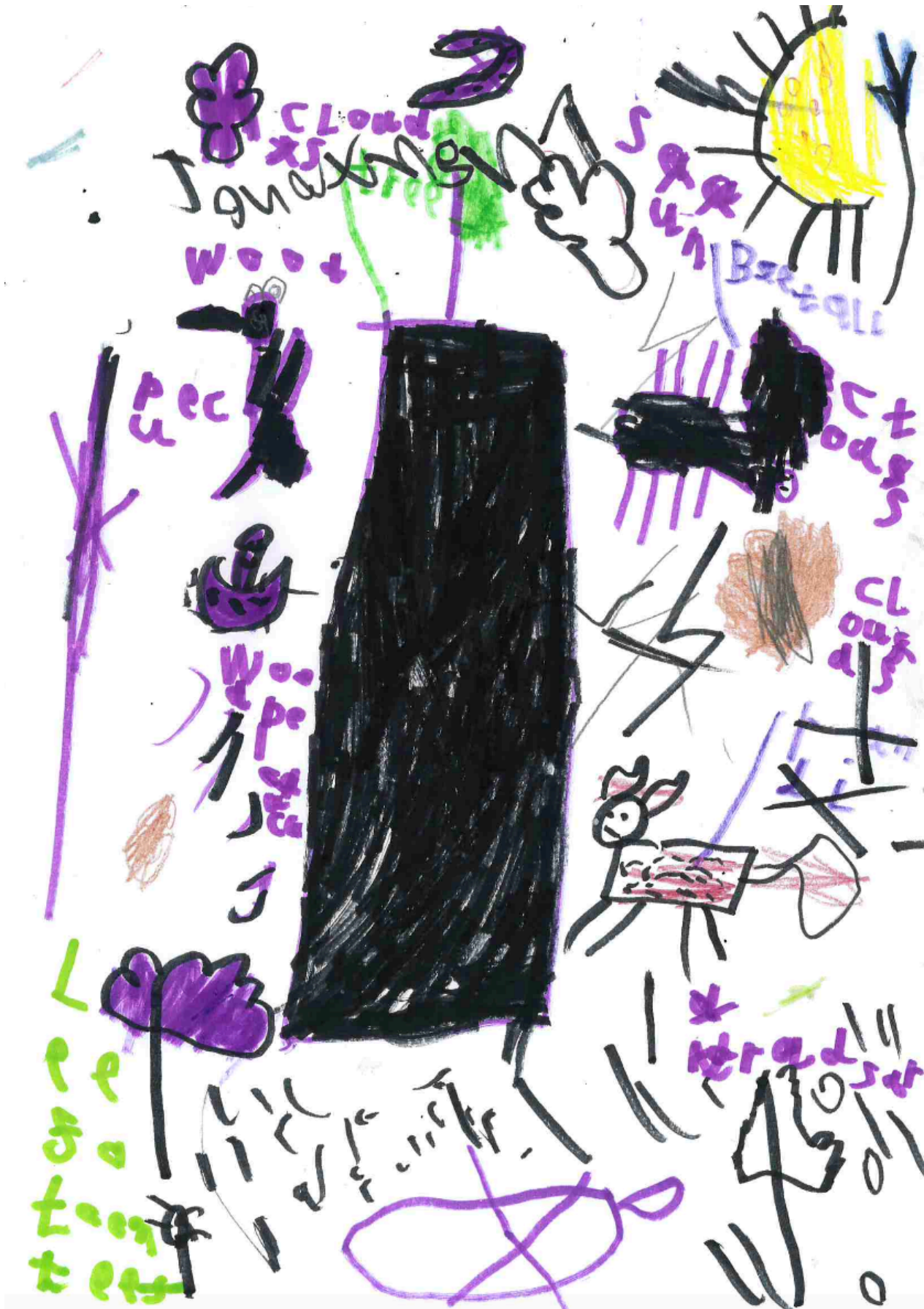
Connections evidence in the video:

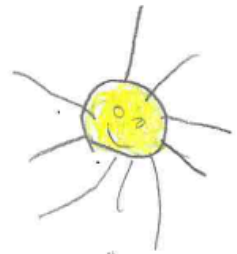
Bluebell provides nectar for Duke of Burgundy,
Light helps flowers grow,
Trees provide support for climbing honeysuckle,
Climbing honeysuckle provide nectar for bees,
Bees pollinate other flowers,
Decaying wood provides food and shelter for insects,
The fallow deer keep the shrubland open

Taking it outside:

Can you observe connections between different plants and animals in an outdoor environment near you?
(E.g. x provides food/water/energy/shelter for y, y offers something else for z)

Appendix A: Examples of drawings made by pupils in the piloting phase of this project





the sun
is
connected to
the spe



the tree is connected
to the ground



the poppy is
connected to
the ground

elephant



elephant to water





Less... and Tal wa...

Sun
~~TRIP~~ HELPS THE RUN



a Bard
is checked

to the trees... it hand
chest