

**EXAMPLE LESSON PLAN - WORMERY ACTIVITY**

<b>YEAR GROUP:</b> 3/4	<b>NO. OF CHILDREN:</b> 28	<b>SESSION NUMBER:</b> 5 of 8	
<b>SUBJECT/AREA OF LEARNING</b> Science 3d: Rocks and Soils		<b>DATE:</b>	<b>SESSION LENGTH:</b> 1h 30min
<b>LEARNING OBJECTIVE(S):</b>  To learn why soil is important. To learn how worms are good for the soil. To use information retrieval skills.		<b>SUCCESS CRITERIA:</b>  <ul style="list-style-type: none"> <li>▪ Can say what materials make up soil.</li> <li>▪ Give examples of why soil is important.</li> <li>▪ Describe how the actions of the Earthworms are good for the soil.</li> </ul>	
<b>ASSESSMENT PLANS:</b>			
<b>WHO</b>  Sparrows, LA Y3	<b>WHAT</b>  Can they use information retrieval to use what they have learnt about what soil is made from to write a recipe for soil?	<b>HOW</b>  Marking work	
<b>PREVIOUS LESSON:</b>  Children made their own soil from sand, clay, dead leaves, grit and water. They learnt it takes hundreds of years to make soil. Most children can name at least 3 things that make up soil.		<b>FOLLOWING LESSON:</b>  Planning an investigation to see which soil is the most permeable – sandy or clay. Look at progress of wormery and discuss evidence.	
<b>ICT</b>  BBC Video Pod's Mission 2 Part 3 Looking at what soil is made from. Notebook for diagram.		<b>CROSS CURRICULAR LINKS</b>  Literacy – non-fiction writing	
<b>SPECIAL CONSIDERATIONS, INCLUDING HEALTH AND SAFETY, BEHAVIOURAL ISSUES, TIMETABLE ISSUES, ETC</b>  Collect 10-12 worms shortly before session. Make sure wormery area is fully covered and equipment and materials are labelled. Keep trowels away from children until ready to start. Ensure wormery is stable and held in place either resting against the wall or held by teacher/2 children.			
<b>KEY VOCABULARY</b>  Wormery, Earthworm, Compost, Trowel.			

	Time	How will I and other adults support, manage and assess learning?	Resources
Introduction /context of the lesson	10 mins	Post-it note activity, write down one thing that makes up soil. Put all post-its in the middle of their table, which table has the full list? Which answers were the most common? Least common? Discuss why we think of some things that make up soil more than others? Perhaps because we can see them? Feel them?	Post-it notes
Main Teaching input	30 mins	Watch Pod's Mission video (8mins) about soils. Discuss the differences between the soils on the video. Point out how some soils are better for things than others. <b>Q: Why does it matter how good soils are?</b> Children discuss in pairs why soil is important. Feedback to the class. Plants key answer – crops, trees etc. Further question more able – why are trees important? Why is grass important? Explain the role of Earthworms in soil. Powerpoint/Notebook. Explain tasks, we are going to make a worm house called a wormery where we will see how worms work in the soil. Discuss rules about looking after the wormery in the classroom. Soil recipe task. (below)	Pod's Mission Video  Powerpoint
Activities (differentiated as appropriate)	30-40 mins	One group of 6 at a time taking turns to fill in different layers of the wormery alternating between sandy soil, clay soil, grit, compost and sand. Top layer should be dead leaves and wet pieces of card. 2 children working on computer to write a set of class rules about looking after the wormery. Rest of class write a recipe for the soil they made the previous lesson, what ingredients do you need? What needs to happen to make the soil?	Wormery Plastic sheets Trowels Compost Soils Sand Grit Dead leaves 10-12 worms Black card
Plenary	10-15 mins	Add the worms to the wormery, children make predications about what will happen to the layers. Do you think the worms will prefer one layer more than others? Recap on learning from the past 2 lessons, on big sheets of paper children write the word soil in the middle and one thing they have learnt around the word.	Big sheets of paper Felt tips
<b>EVALUATION OF TEACHING:</b> What went well and why?  What could have been improved and how?			

Written by Miss Laura Ellis. November 2007.