

English Curriculum Links

Year 4

4.1.5 Give short descriptions of characters, scenes, objects and pictures

Integrating with site-visits

- Describing scenery, seasonal changes, plants and animals. Teachers should be encouraged to take up the initiative and do this activity during site visits.

Linking with science syllabus

4.3.1 Know that plants and animals in a habitat depend upon each other

Linking with Dinja Waħda

- Picture it
- On reserve

4.2.2 With support, demonstrate ability to access information from a range of sources

Integrating with site-visits

- Gathering information from various information boards around the reserve
- Gathering information about different species of flora and fauna from field-teacher,
- Gathering information from RSPB and BLM's website (kids' section)

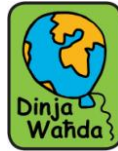
Linking with Dinja Waħda

- Something fishy (film clips)
- Out of Africa (text for migration game)
- Trees are cool (information on the benefits of trees and the threats that endanger them)

4.3.7 Use drawing and writing to complement and support each other

Integrating with site-visits

- Follow-up activity to a site-visit: sentence writing using pictures provided by teacher, BLM website or taken by the students themselves



[Linking with science syllabus](#)

4.1.1 Know the basic needs of animals

[Linking with Dinja Waħda](#)

- Flower detectives
- Four friends

4.3.8 Participate in shared teacher/pupil/s writing

[Integrating with site-visits](#)

- Writing sentences or paragraphs on habitats, experiences and different species of flora and fauna with teacher's/field teacher's help or on their own.

[Linking with Dinja Waħda](#)

- The wall
- Minibeast magic

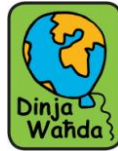
4.3.9 With support, write for an audience and with a purpose

[Integrating with site-visits](#)

- As a follow-up activity, students can write:
 - Emails to invite family and friends to visit the reserves on a weekend
 - Invitation cards with same purpose as above
 - Identity kits for particular bird species they had observed and learnt about during the visit
 - Advertisements aimed at a particular audience, to encourage them to visit the reserve or to spread a positive environmental message
- Students can also fill in tables related to particular groups of plants and/or animals during the visit

[Linking with Dinja Waħda](#)

- Junior journalist
- Dinja Waħda rangers (notice board)



4.3.11 With support, create and write own book/s experimenting with different genres

Integrating with site-visits

- An ideal way to preserve the information and experiences gathered from the site visits. Students should be encouraged to use photos taken by themselves during the visits.

Linking with Dinja Waħda

- On reserve
- Junior journalist
- Out of Africa

4.3.15 Write answers to literal and inferential questions on picture, topic, story and poem

Integrating with site-visits

- This learning outcome provides another possible use for the pictures taken during the site-visit. Pictures from BLM and other websites can also be used.

Linking with science syllabus

- 4.1.1 Know the basic needs of animals

Linking with Dinja Waħda

- Vanishing homes

Year 5

5.1.5 Give descriptions of characters, scenes, objects and pictures

Integrating with site visits

As 4.1.5 above



Linking with science syllabus

- 5.1.2 Group animals according to common features
- 5.2.1 Group plants according to common features

Linking with Dinja Waħda

As 4.1.5 above

5.1.6 Use appropriate and grammatically correct language to communicate meaningfully with a purpose

Integrating with site visits

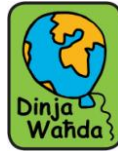
- During site-visits or as a follow-up activity, the teacher can ask the students to give their opinion about the visit, or create a short discussion about particular topics, such as:
 - Should visitors be allowed to pick wild flowers from the reserve?
 - Visitors are not allowed to picnic inside the reserve. Do you know why and do you agree with this rule?
 - During our visit, we were only allowed to walk along the nature trail. If you were the reserve's teacher, would you let children walk on the grass?

Linking with science syllabus

- Observe that habitats change and that these changes affect plants and animals

Linking with Dinja Waħda

- Vanishing homes



5.1.8 Explain the different steps of a simple procedure using clear and precise instructions

Integrating with site visits

- During the visit, students learn how to:
 - Handle and focus the binoculars to observe birds
 - Use a magnifying glass to observe small insects and flowers
 - Use a simple bird guide to identify a particular bird species

Whilst on site or in the classroom, the students can explain the different steps involved to use the above items correctly.

5.1.9 Participate in situations for acting out a simple event

Integrating with site visits

Various opportunities for role play can be acted out onsite or in the classroom e.g. to bring out differences between plants and animals, or different plants or animals, seed dispersal and animal behaviour.

Linking with science syllabus

- 5.4.1 Know that the weather has an effect on the lives of people and other living things

Linking with Dinja Waħda

- Vanishing homes (game)
- Junior journalist

5.1.10 With support, initiate discussion, and contribute to conversation

Integrating with site visits

Class teachers can contribute to the visit by asking questions from the students about information they had received from the field-teacher, and to clarify what they had learnt.

[Linking with Dinja Waħda](#)



- [Greentalk](#)

5.2.2 Demonstrate ability to access information from a range of sources

Integrating with site visits

As 4.2.2 above

5.3.7 Use drawing and writing to complement and support each other

Integrating with site visits

As 4.3.7 above

Linking with science syllabus

- 5.1.2 Group animals according to common features
- 5.2.2 Group plants according to common features

5.3.8 Participate in shared teacher/pupil/s writing

Integrating with site visits

As 4.3.8 above

5.3.9 With support write for an audience and with a purpose

Integrating with site visits

As 4.3.9 above



5.3.11 With support create and write own book/s and experiment with different genres

Integrating with site visits

As 4.3.11 above

5.3.15 Write answers to questions on picture, topic, story and poem

Integrating with site visits

As 4.3.15 above

Linking with science syllabus

- 5.2.1 Know that plants have a life cycle