

# WIGGLY WORMS



The content of this unit of work can be adapted for use by different age groups. It may be necessary to tailor the resources to the group of children being taught, by selecting slides and information to be included.















## Does your school have a Policy for Science practical investigations and Risk Assessments for Science investigations?

It is suggested that a full risk assessment is written to complete some activities. Please follow the guidelines set by your school for the safe distribution and use of resources, equipment and materials. These activities are identified in the Unit of Work.

LEARNING OBJECTIVE	LEARNING ACTIVITIES	RESOURCES
Starter	<p>Ask the children the following questions:</p> <ul style="list-style-type: none"> <li>• Have you ever seen a worm?</li> <li>• Where did you see a worm?</li> <li>• Where does a worm live?</li> <li>• What do you think is a worm's job?</li> <li>• How long do you think worms have been around for?</li> </ul> <p>If available, read the book 'Wiggling Worms at Work' by Wendy Pfeffer</p>	Slide 2
I can describe a worm.	<p><b>What words do you think of when you see the worm?</b></p> <p>Write these adjectives onto the learning wall. These could be used to model noun phrases and can be used in later activities</p> <p>Watch the video:  <a href="https://www.bbc.co.uk/iplayer/episode/m000sljz/teeny-tiny-creatures-series-1-ferne-and-roro-8-earthworms">https://www.bbc.co.uk/iplayer/episode/m000sljz/teeny-tiny-creatures-series-1-ferne-and-roro-8-earthworms</a></p> <p>Hand out the activity sheets – True or False.</p> <p>Children can work in pairs, groups or as a class.            Read through each statement            Children should decide whether they believe the sentence is true or false and place a tick or a cross in the box.</p> <p>Alternatively, these could be increased in size and the children could cut them out and put them into two different piles of true and false.</p> <p>Run through the statements with the class and the true statements could be added to the working wall.</p>	Slides 3-6  Activity Sheets – True or False
I can name parts of a worm.	<p>Show slide 8 to the class. Ask the children to decide the correct name for the parts of the worm.</p> <p>Run through them as a class – add them to the interactive white board. Show slide 9 with correct answer. Are you correct?</p>	Slides 7-9

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<p>I understand how and what worms eat.</p>	<p>When you have the objective on view (slide 10) ask the children what they think worms eat. Listen to responses from the class.</p> <p>Read through slides 11 and 12. Complete one of the two activities below</p> <p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Sit the children in a large circle. Place the range of 'Worms Do Eat' and 'Worms Don't Eat items on the plastic sheet on the floor along with two hoola hoops.</li> <li>• Invite the children up one by one to choose an item and place in in the hoola hoop that they think its belongs.</li> <li>• For each item placed in a hoola hoop, ask the class whether they agree or disagree whether the worms would eat the item.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>• Hand out the Worm Food Sort activity sheets</li> <li>• Children can work individually, in pairs or small groups.</li> <li>• Children should cut out food on the sheet.</li> <li>• Place them in the correct place on the T table – under 'Worms Do Eat and 'Worms Don't Eat'.</li> <li>• When completed, discuss the answers with the class.</li> </ul>	<p>Slides 10-13</p> <p>You should complete either of the activities. If you have collected the physical items, complete the first activity, if not complete the second activity</p> <p><b>Activity 1</b> Collect a number of props that can be used. These could include the following: Egg shells Cheese Plastic bottles Plastic bag Material Sweets Vegetables Fruit Newspaper Bone</p> <p><b>Activity 2</b> Worm Food Sort Activity Sheet T table activity sheet Scissors</p>
<p>I can build a wormery</p> <p>Does your school have a Policy for Science practical investigations and Risk Assessments for Science investigations?</p> <p>It is suggested that a full risk assessment is written to complete this activity. Please follow the guidelines set by your school for the safe distribution and use of resources, equipment and materials.</p>	<p>Display slide 14 Ask the children what do they think a wormery is?</p> <p>Suggest that the children work in small groups to complete this activity. Hand out the Wormery Investigation Sheet to children in older year groups or talk the children through step by step if they are in the younger year groups.</p> <p>Again, follow your risk assessment to decide how best to carry out the preparation of the wormeries for the children.</p> <p>All children should follow the method in the way that you have organised the class.</p> <p>Decide a place where the wormeries should live for the week. Once the children have completed the investigation of building the wormery, they should place them in this area.</p>	<p>Slides 14-16 Plastic bottles Clear plastic bottle cut safely by either adults or children Safety scissors Compost, soil or a mixture of both Sharp sand A few worms per bottle Water to dampen layers Worm food – grated carrot, vegetable peelings, dead leaves or shredded newspaper</p>

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<p>I can record and use my data to draw conclusions.</p>	<p>Each day during the next week, ask the children to look at their wormeries and describe what they see on the data collection sheet. They may want to take photographs to add to their collection sheet. This will form the results part of their science investigation write up.</p> <p>At the end of the week, the children will need to draw conclusions from their data collection.</p> <p>What happened each day?            Why do you think this happened?            Is there a pattern?            What can we conclude about worms from observing our wormeries?</p> <p>Using the writing template, the children should write up their science investigation</p>	<p>Sides 17-18</p> <p>The Wormery Investigation Data Collection Activity sheet</p> <p>The Wormery Investigation write up activity sheet</p>
<p>I can describe a day in the life of a worm</p>	<p>Read and watch slides 18-20. This includes watching the short 25-minute film 'Superworm.'</p> <p><b>THEN</b></p> <p>Refer to the <b>Resources and Activities</b></p> <p>– Let's Go to the Movies to complete this activity at <a href="https://www.alnwickgarden.com/lets-go-to-the-movies/">https://www.alnwickgarden.com/lets-go-to-the-movies/</a></p>	<p>Slides 19-21</p> <p>Use the resources at Let's Go to the Movies to complete this activity by following the link below</p> <p><a href="https://www.alnwickgarden.com/lets-go-to-the-movies/">https://www.alnwickgarden.com/lets-go-to-the-movies/</a></p>
<p>I can describe a day in the life of a worm</p>	<p>If the worm film activity was not completed, then do watch 'Superworm' – a short 25-minute animated film.</p> <p>Based on the story, write a paragraph to describe one of the days listed below. Try to pick days when you won't get gobbled by a robin!</p> <ul style="list-style-type: none"> <li>– a day when it's pouring rain in <b>spring</b></li> <li>– a hot, dry day in the middle of <b>summer</b></li> <li>– a cold, windy day in <b>autumn</b></li> </ul> <p>Once the children have decided on their chosen day, model one of the paragraphs with the children.</p> <p>They can use this as scaffolding for their own write up.</p>	<p>Slides 22-23</p> <p>Differentiated activity sheets – A day in the Life of a Worm</p>
<p>I can promote the importance of worms</p>	<p>Ask the children to think about why worms are so important.</p> <p>Play the video - <a href="https://www.youtube.com/watch?v=l-zc_1vjLnl">https://www.youtube.com/watch?v=l-zc_1vjLnl</a></p> <p>Ask the children to recall why worms are important. Take feedback from the class.</p> <p>Children are to produce a poster to promote the importance of worms. This can be done by hand or on the computer.</p>	<p>Slides 24-26</p>
<p>Final Worm Word</p>	<p><b>Scoleciphobia</b> (pronounced So-leh-kee-pho-be-ah) is the fear of worms.</p>	<p>Slide 27</p>

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Key Worm Vocabulary - create a sentence using the word...	How many words can you make out of the word Scoleciphobia?  <div style="display: flex; justify-content: space-around;"> <div style="text-align: left;">  Vertabrae   Segment   Wriggle   Bristles   Castings   Moist   Clew             </div> <div style="text-align: left;">  Clitellum   Compost   Scoleciphobia   Wormery   Invertebrate   Burrowing   Hibernate             </div> </div>	Slide 28  This could be either be a written or verbal activity.