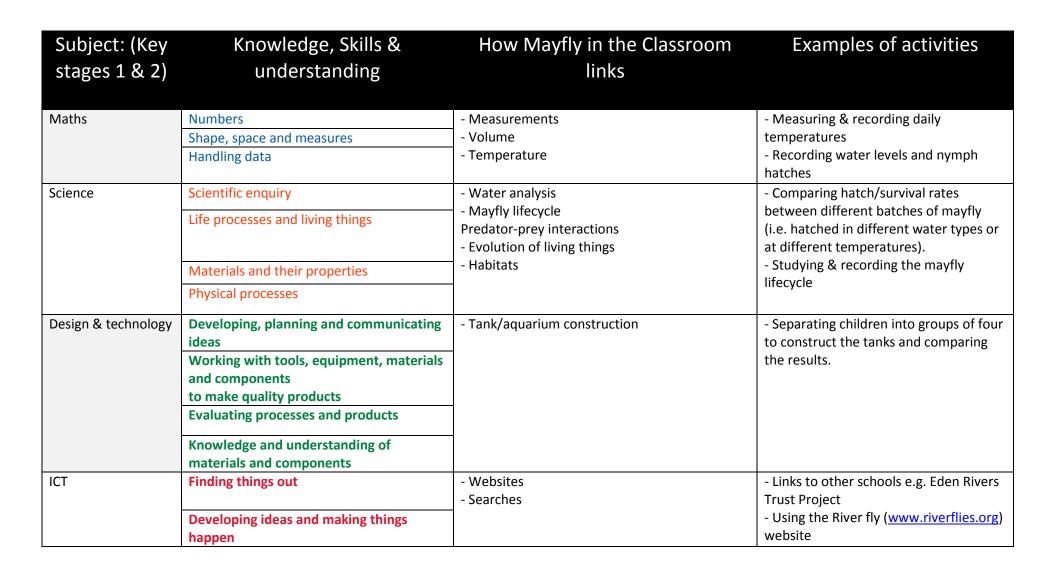
Mayfly in the Classroom & the National Curriculum



| | Exchanging and sharing information | | |
|--------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Reviewing, modifying and evaluating work as it progresses | | |
| Geography | Geographical enquiry and skills Knowledge and understanding of places | Use of rivers to visually represent erosion & deposition processes Data & sample collection Aquatic habitats | - Field trips |
| | Knowledge and understanding of patterns and processes | | |
| | Knowledge and understanding of environmental change and sustainable development | | |
| Art & Design | Exploring and developing ideas | - Drawing, painting & printing | Designing of posters and other signage to accompany the tanks & aquariums Drawing mayflies and other aquatic insects Stream & mayfly collages |
| | Investigating and making art, craft and design | | |
| PE | Acquiring and developing skills | - Water safety - Lifesaving, first aid | - Field trips - Safety briefing |
| | Selecting and applying skills, tactics and compositional ideas | - Outdoor education & activities | - Searching for nymphs |
| | Swimming activities and water safety | | |
| PSHE | Developing confidence and responsibility and making the most of their abilities | Land use History of local areas Effect of human behaviour on surroundings Avoiding future neglect, conflicts | Using recycled bottles for tanks Teaching children about environmental responsibilities |
| | Preparing to play an active role as citizens | | |
| | Developing a healthy, safer lifestyle | | |

| Developing good relationships and | |
|-----------------------------------|--|
| respecting | |
| the differences between people | |