

This activity shows children that we are all part of a Circle of Life, encouraging pupils to think about how we can protect our circle and make our world a better place.



Rafiki

THE CIRCLE OF LIFE

LEARNING OBJECTIVES

- Understand the concept of a life cycle
- Introduce the importance of recycling



Simba

CURRICULUM LINKS

ENGLAND	
English	
KS1 Reading	a-e
KS1 Writing	c
KS2 Reading	a-d,g
KS2 Writing	a,d
PSHE	
KS1 & 2 Spiritual Development	a,b
KS1 & 2 Moral Development	d,e

WALES	
English	
Foundation Reading	a-c
Foundation Writing	a-d
KS2 Writing	a-k
PSE	
KS1 Personal issues, social issues & decision making	a,b
KS2 Develop thinking	a-d

SCOTLAND	
Literacy 3-18	
Levels 1 & 2 Listening & talking	a-c
Levels 1 & 2 Writing	a,c,d
PSHE	
Health & Wellbeing 3-18	a-e

NORTHERN IRELAND	
Language & literacy	
KS1 Talking & listening	a-d
KS1 Reading	a-g
KS1 Writing	a-d
KS2 Talking & listening	a-c
KS2 Reading	a,b
KS2 Writing	a-d
PSHE	
KS1 Identity, environment, cause & effect	a-d
KS2 Identity, environment, cause & effect	a

To learn more view
**THE LION KING
 BEHIND THE SCENES**
EPISODE 2 - BEHIND THE STORY

PREPARATION

Photocopy the activity sheet (Primary 2) for each child.

LESSON OUTLINE

'The Lion King' starts and ends with a circle, the Circle of Life. To introduce this concept to the class, draw a circle on the board and ask what it means to them. It might remind them of the sun, a wheel, a face or a ring. Look around the classroom for examples of circles and list them.

Explain that there are other types of circles, or cycles. The life of a plant, for example, comes full circle when, having grown from a seed, it in turn drops seeds to the ground to grow into new plants, thus renewing the cycle. Older pupils might understand that we breathe in oxygen and breathe out carbon dioxide and that plants breathe in carbon dioxide and exhale oxygen, completing a harmonious circle beneficial to all. Ask if they can describe some other circles/cycles, e.g. the seasons, day and night, even birth and death.

If something breaks the circle, everything is thrown into chaos.

The earth gives us food, air and light in the endless Circle of Life. Ask children what we can give in return. For a start, we can give respect: for each other, for animals and for the environment. Point out that, in nature, there is no such thing as rubbish. Dead leaves give nutrition back to the earth; a tree that has fallen down provides a habitat for insects and lichen. Only humans create rubbish that scars the landscape and pollutes the waterways.

What should we do with unwanted items? Are the children aware that the

symbol for recycling is a circle? Ask them why they think that is and why it is good to recycle. What will happen if we are wasteful with resources? You could also discuss other ways of showing respect for the environment, such as not dropping litter, wrapping used chewing gum and placing it in a bin, respecting the home environment by helping to keep it clean, tidy and pleasant for the others living there, cleaning up after pets, and so on.

The Circle of Life is not just about looking after the earth, we also need to look after each other. Discuss ways we can do this. Respect for each other is a key issue and children should discuss ways in which they can show respect for each other.

Show pupils the activity sheet, and ask them to name some of the things the earth gives them, and to describe ways in which they can give back to the earth and give to other people.

PLENARY

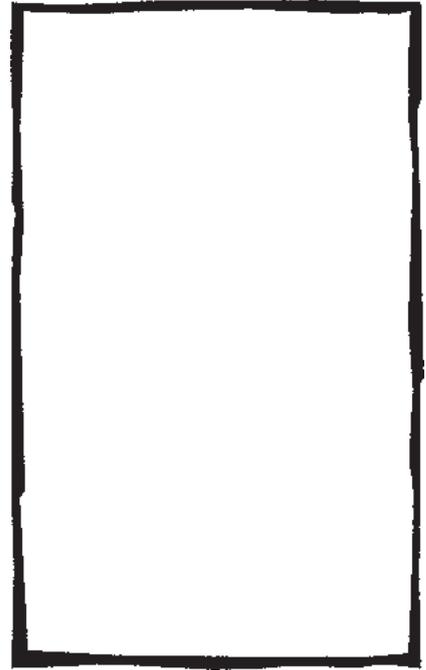
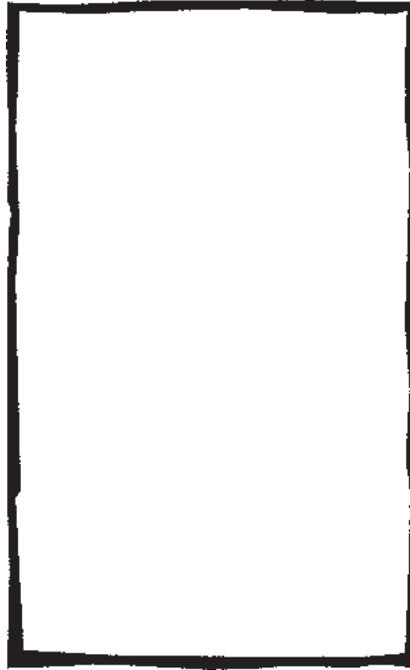
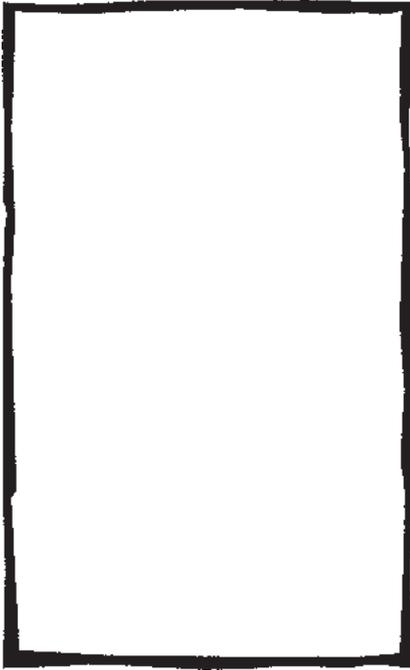
With children sitting in a circle, take it in turns to talk about the issue they thought was the most important when giving things back. Identify the most common issues and discuss the reasons for this.

EXTENSION ACTIVITY

Ask the children to design their own posters encouraging everyone in school/at home to recycle and look after the earth.

THE CIRCLE OF LIFE

These are some of the things that the earth gives to me:



1. _____

2. _____

3. _____

These are some of the ways I can give back to the earth:

1. _____

2. _____

3. _____

These are some ways I can give to other people:

1. _____

2. _____

3. _____

CURRICULUM LINKS

LESSON PLAN 2 - THE CIRCLE OF LIFE

ENGLAND

ENGLISH - LITERACY

KEY STAGE 1

Reading Comprehension

Developing positive attitudes to reading, and an understanding of what they read

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- asking questions to improve their understanding of a text.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- retrieve and record information from non-fiction.
- identifying how language, structure, and presentation contribute to meaning.

Writing Composition

Developing positive attitudes towards and stamina for writing

- writing narratives about personal experiences and those of others (real and fictional).

KEY STAGE 2

Reading Comprehension

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- distinguish between statements of fact and opinion.
- predicting what might happen from details stated and implied.

Writing Composition

- draft and write by describing settings, characters and atmosphere.
- evaluate and edit.
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

PSHE

KEY STAGE 1 & 2

Spiritual development is shown by:

- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- willingness to reflect on their experiences.

Moral development is shown by:

- understanding of the consequences of their behaviour and actions.

- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others.

WALES

ENGLISH

FOUNDATION PHASE

Language, Literacy and Communication Skills

Reading strand

Locating, selecting and using information

- Reading strategies.
- Comprehension.
- Response and analysis.

Writing strand

Organising ideas and information

- Meaning, purposes, readers.
- Structure and organisation.

Writing accurately

- Language.
- Handwriting, spelling.

KEY STAGE 2

Writing

- Level 1: Learners' writing communicates meaning through simple words and phrases.
- Level 2: Learners' writing communicates meaning in both creative and factual forms, using appropriate and interesting vocabulary.
- Level 3: Learners' writing is often organised, imaginative and clear.
- Writing write for a variety of purposes, including to: recount, inform, discuss/analyse, describe.
- write in a range of continuous and non-continuous texts in a variety of forms.
- use a wide range of written and dynamic stimuli, e.g. stories, picture books, images, poems, experiences.
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others.
- Level 4: Learners' writing in a range of forms is lively. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader.
- Level 5: Learners' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. They express opinions, supported by reasons. Work is legible and well presented.
- Level 6: Learners' writing often engages and sustains the reader's interest.

PSE

KEY STAGE 1

Engage in a wide range of personal and social issues that require decision-making and action

- through planning personal responses, developing

understanding, and reflecting upon outcomes for themselves and others.

- communicate through researching, listening to others and discussing in small and large groups, and sharing information and ideas with peers about a wide variety of personal, social and community issues.

KEY STAGE 2

Develop thinking by opportunities to:

- identify links between cause and effect.
- distinguish between 'facts', beliefs and opinions.
- form personal opinions and make informed decisions.
- use appropriate techniques for personal reflection.

SCOTLAND

ENGLISH

LITERACY 3-18

Writing

- Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life *LIT 1-2a/LIT 2-20a*.
- Organising and using information – considering texts to help create short and extended texts for different purposes *LIT 1-25a/26a, LIT 2 25a/26a*.
- Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary *LIT 1-28a, LIT 2 – 28a/29a*.

Listening and talking

- Finding and using information – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary *LIT 1-04a, LIT 2-04a*.
- Understanding, analysing and evaluating – investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes *LIT 1-07a/08a, LIT 2 – 7a/8a*.
- Creating texts – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary *LIT 1-09a/10a, LIT 2- 09a/10a LIT3-10a*.

PSHE LINKS FOR HEALTH AND WELLBEING 3-18

Experiences and outcomes:

- develop my self-awareness, self-worth and respect for others.
- experience personal achievement and build my resilience and confidence.
- understand and develop my physical, mental and spiritual wellbeing and social skills.

CURRICULUM LINKS

- d) understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing.
- e) acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

NORTHERN IRELAND

ENGLISH LANGUAGE AND LITERACY

KEY STAGE 1

Develop knowledge, understanding and skills in: Talking & listening

- a) participate in talking and listening in every area of learning.
- b) listen to, respond to and explore stories, poems, songs, drama, and media texts through the use of traditional and digital resources and recreate parts of them in a range of expressive activities.
- c) think about what they say and how they say it.
- d) speak audibly and clearly, using appropriate quality of speech and voice.

Reading

- a) read, explore, understand and make use of a range of traditional and digital texts.
- b) research and manage information relevant to specific purposes.
- c) use a range of comprehension skills, both oral and written, to interpret and discuss texts.
- d) explore and interpret a range of visual texts.
- e) build up a sight vocabulary.
- f) use a range of strategies to identify unfamiliar words.
- g) recognise and notice how words are constructed and spelt.

Writing

Pupils should be enabled to:

- a) talk about and plan what they are going to write.
- b) begin to check their work in relation to specific criteria.
- c) use a variety of skills to spell words in their writing.
- d) use a legible style of handwriting.

KEY STAGE 2

Develop knowledge, understanding and skills in: Talking & listening

- a) listen and respond to a range of fiction and drama texts.
- b) participate in group and class discussions for a variety of curricular purposes.
- c) describe and talk about real experiences and imaginary situations.

Reading

- a) read, explore, understand and make use of a wide range of texts.
- b) begin to be aware of how different media present information in different ways.

Writing

- a) write for a variety of purposes and audiences.
- b) understand the differences between spoken and written language.
- c) use a variety of skills to spell words correctly.
- d) develop a swift and legible style of handwriting.

PSHE

KEY STAGE 1

Pupils should be enabled to explore:

- a) 'Me' in the world; to recognise that they have a personal history, that other people share some seasonal and topical significant events, to recognise the effect that people, places and things in the past have had on me and their locality.
- b) How plants and animals rely on each other within the natural world, about the variety of living things and the conditions necessary for their growth and survival.
- c) Interdependence of people and the environment, to be aware of some of the ways people use the environment every day.
- d) The effect of people on the natural environment over time, that human activity can create waste in a variety of ways.

KEY STAGE 2

Pupils should be enabled to explore:

- a) The effects of people on the natural and built environment over time; that some waste materials can be recycled and that this can be of benefit to the environment; some of the ways people affect the built and natural environment.