

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Science

YEAR: A

TERM: Spring

YEAR GROUPS: 3/4

KEY QUESTION: Why don't whales live in the rainforest?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- To know basic animal groups and some of their characteristics
- To predict organisms found in our local environment and name some different environments in the world
- To know how to organise an investigation

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- To identify the variety of habitats within the school environment and to identify the different organisms that live there. **KQ1**
- With support, carry out a practical investigation about the preferred conditions of an organism e.g. wood louse. **KQ2**
- Make simple food chains based on given information. **KQ3**
- Model a particular habitat and the organisms that live there and explain why some of them are suited to that environment. **KQ4**
- With support, investigate deforestation in the rainforest and identify some of the effects. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- Carry out some research to find out which organisms are likely to inhabit the environment of the school grounds and why. **KQ1**
- Identify particular criteria to guide an investigation into the preferred conditions of an organism. **KQ2**
- Make food chains for particular environments. **KQ3**
- Model a habitat and focus on the adaptations of one organism in detail. **KQ4**
- Investigate changes in the rainforest including deforestation and explain the effects of this. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Describe the interdependence of organisms in the environment of the school grounds. **KQ1**
- Pose questions to guide a practical investigation and draw conclusions with reference to the shortcomings of the investigation. **KQ2**
- Make food chains and construct a food web for a particular environment. **KQ3**
- Model a habitat, add annotations to explain adaptations and design an organism suited to that habitat. **KQ4**
- Identify the benefits of the rainforest to organisms including humans and the effects of its destruction, making links with the work on life processes and interdependence. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- The completion of investigative tasks and written tasks based on learning
- The ability to ask appropriate questions, to solve problems and to make links in learning.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- Resources of quality
- A visit from Corner Exotics

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- Art/D&T - model-making
- Geography - characteristics of different environments.
- English - poster

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Willing to try something even though it may not be successful at first.
Works hard	Responds to pink marking and discussion with a teacher order to further understanding.
Concentrates	Completes tasks within the given time frame and shows that they are using learning in subsequent tasks.
Self-motivates	Asks questions to extend knowledge and understanding and relevant to an investigative approach.
Imagines	Visualises and predicts based on information provided and research carried out eg imagine a creature.
Improves	Responds positively to feedback.
Understands others	Works collaboratively to solve problems and to enhance achievement across the class during sharing of resources and making observations.
Doesn't give up	Perseveres with challenges that are set even if results appear to be inconclusive.