

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 1

YEAR GROUPS: 3/4

KEY QUESTION: What's more important: a worm or a whale?

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

- To know basic animal groups and some of their characteristics
- To sort and group objects using a Venn diagram.

End of Unit Objectives

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

- Recognise what it means to be a living organism and identify some of the life processes. **KQ1**
- With support, write a report on one particular organism. **KQ2**
- Group organisms according to whether they are vertebrates or invertebrates. **KQ3**
- With support, group vertebrates according to particular characteristics. **KQ4**
- With support, make a simple classification key. **KQ5**

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

- Identify all of the processes essential for life and try to explain some of them. **KQ1**
- Write a report on one particular organism carrying out independent research with some references to the life processes. **KQ2**
- Group organisms according to whether they are invertebrates, vertebrates or have an exoskeleton. **KQ3**
- Use a Carroll diagram to sort vertebrates according to particular characteristics. **KQ4**
- Construct a simple classification key (dichotomous). **KQ5**

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

- Explain all of the life processes and give examples for different organisms. **KQ1**
- Write a report on one organism using own research and clearly referencing the life processes. **KQ2**
- Group organisms according to whether they are invertebrates, vertebrates, have an exoskeleton or a hydrostatic skeleton. **KQ3**
- In groups, experiment with different ways of grouping organisms including using a Venn diagram to sort organisms based on images and information provided. **KQ4**
- Construct a more complex classification key. **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 practical 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 (or trip to Chester Zoo for e.g.)

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:

- English - research and report writing
- Geography - characteristics of different environments.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things

be willing to try something even though it may not be successful at first.

Works hard

respond to pink marking and discussion with a teacher order to further understanding.

Concentrates

complete tasks within the given time frame and shows that they are using learning in subsequent tasks.

Self-motivates

ask questions to extend knowledge and understanding.

Imagines

visualise and predicts based on information provided and research carried out.

Improves

respond positively to feedback.

Understands others

work collaboratively to solve problems and to enhance achievement across the class.

Doesn't give up

persevere with challenges that are set.