

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 (biology)

YEAR: A

TERM: Summer 2

YEAR GROUPS: 1/2

KEY QUESTION: Do we need slugs?

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

(Rec. - Class 1)

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

(Looking forward in to Y4 – Class 3)

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things
- construct and interpret a variety of food chains, identifying producers, predators and prey.

(Looking forward in to Y6 – Class 4)

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

End of Unit Objectives

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

- With support, classify if a habitat is seashore, woodland, ocean or rainforest. Describe what these different habitats might be like choosing from a selection of given words. **KQ1**
- With support, name an animal and match to its correct habitat. **KQ2**
- With support, begin to understand that a 'micro-habitat' is 'a very small habitat, for example for woodlice under stones, logs or leaf litter). Investigate the school grounds, identifying different micro-habitats. Carry out a survey on what lives there. **KQ3**
- With support, raise questions about slugs. What role do they play in keeping a micro-habitat / habitat healthy? Use secondary sources to collect information to share and collate. **KQ4**
- With support, explore several food chains, understanding and discussing the order of the different sources of food. Construct simple food chains that include humans (e.g. grass, cow, human.) **KQ5**

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

- Understand the definition of 'habitat' meaning 'a natural environment or home of a variety of plants and animals'. Classify various habitats in to seashore, woodland, ocean or rainforest. Describe what they might be like and their conditions. **KQ1**
- Name an animal and match to its correct habitat. Consider what the given habitat provides for the animal e.g types of food and shelter. **KQ2**
- Understand that a 'micro-habitat' is 'a very small habitat, for example for woodlice under stones, logs or leaf litter). Identify different micro-habitats within the school grounds and carry out a survey on what lives there. Consider what the microhabitat is providing for the creatures that live there. **KQ3**
- Raise questions about slugs. What role do they play in keeping their micro-habitat / habitat healthy? Collect information to share and collate using secondary sources. **KQ4**
- Explore several food chains, understanding and discussing the order of the different sources of food. Begin to understand the terms 'Producer' and 'consumer'. Construct simple food chains that include humans (e.g. grass, cow, human.) **KQ5**

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

- Compare and contrast 2 habitats, considering similarities and differences. Consider how the conditions of the habitats might affect what types of plants and animals live there. **KQ1**
- Consider whether an animal or plant might survive in a different habitat to its natural one explaining their thought process and scientific understanding of what a living thing needs to survive. **KQ2**
- Pose a question about a microhabitat within the school grounds and create an investigation which could be watched or measured over time. **KQ3**.
- Consider a given question and explore how an answer / conclusion might be found through an appropriate method: e.g
 1. Survey – count the number of things
 2. Do a test - find out what happens to something when we change something about it
 3. Classifying – put things into groups
 4. Investigation over time – watch or measure something over time
 5. Secondary source – use a book or internet. **KQ4**
- Explain the possible consequences of an organism missing / becoming extinct within a food chain. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

ENRICHMENT OPPORTUNITIES –

CROSS-CURRICULAR LINKS –

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

We will endeavour to include:

- Using outdoor learning classroom.
- Investigations using scientific equipment.
- Practical experiences – observing, making, recording.
- Time to share and compare their investigations with those of their peers and draw overarching conclusions.

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:

- Computing – researching facts about plants and animals.
- Maths – creating charts and graphs from surveys
- PSHE – Respecting the natural world around us

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	participate in investigations testing new ideas and hypothesis.
Works hard	use scientific vocabulary to explain their findings.
Concentrates	listen attentively in group sessions and make predictions and conclusions.
Self-motivates	select own resources, with independence.
Imagines	imagine what the world would be like if habitats could not provide for the basic needs of animals and plants.
Improves	develop knowledge and understanding of endangered animals and how we can help.
Understands others	discuss similarities and differences between plants and animals that live in Pembridge compared to other countries in the world.
Doesn't give up	To continue to work hard to listen to the points of view of others - testing and evaluating success.