



Wild about Nectar Networks and Pollinators

Learning activities (Sciences)

Experiences and Outcomes	Learning intentions	Success Criteria
<p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics of their survival or extinction. SCN2-01a</p> <p>I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. SCN 2-20b</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Develop curiosity and understanding of the environment and my place in the living, material and physical world • Discuss the environmental impacts of human activity has on nature • Understand that pollinators are more than “just bees” and that they all have a very important job to do in nature • Describe and explain what can be put in place to improve the grounds for pollinators • Participate with my peers to learn about and understand the term nectar networks and wildlife corridors 	<p>I can:</p> <ul style="list-style-type: none"> • Take part in outdoor learning activities themed around team building • Research and discuss what sustainability means in relation to sourcing food • Explore the Cumbernauld Living Landscape website to learn about what they do • Work with a group to survey our playground and discuss which area could be used for a nectar network • Investigate what type of pollinators we have already



Teaching and learning activities (including links to resources/interdisciplinary links)	Focus for assessment (including evidence)
<ul style="list-style-type: none"> • Discuss the range of wildflowers currently in school grounds and suggest how to improve it • Discuss the different pollinators that could visit wildflowers in their area • Plan to create change by adding small islands of wildflowers into the school grounds • Explore the best sites for the nectar network to be positioned • Collaborate with an organisation to adopt a patch of meadow locally for studying, maintaining and enhancing 	
<p>Benchmark to support practitioners' professional judgement</p>	
<p>I have contributed to discussions of current scientific news items to help develop my awareness of science</p> <p>SCN 2-20a</p>	

Additional curricular links:

Experience	Outputs and Codes
Literacy	<p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking - LIT 2-02a</p> <p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting details contained within the text, and use this information for different purposes – LIT 2-04a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative, and other types of questions, and by asking different kinds of questions of my own – LIT 2-07a</p>
Health and wellbeing	<p>I value the opportunities I am given to make friends and be part of a group in a range of situations - HWB 2-12a</p> <p>I am experiencing enjoyments and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and the wider community – HWB 2-15a</p>
Social Studies	<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally friendly way – SOC 2-08a</p> <p>I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community – SOC 2-08b</p> <p>To extend my mental map and sense of place I can interpret information from different types of maps and am beginning to locate features within Scotland, UK, Europe, or the wider world. – SOC 2-14a</p>
Expressive arts	<p>I can create and present work that shows developing skill in using visual elements and concepts – EXA 2-03a</p> <p>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem – EXA 2-06a</p>

Expansion topics:

Sustainable Urban Drainage Systems – SUDs how have we engineered water storage to keep our rivers clean?

Non-native plants - the damage they can do to the environment and biodiversity

Native plants - how they benefit the environment and biodiversity

Pollinators – what do they do for us? Food sources i.e. crops, fruits, nuts

Pollinators – how can we help them? – habitat creation, native flowers

Mapping – what is around us?