

Wild about Habitats

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 to 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 • Recognise the role of creativity and inventiveness in the development of the sciences • Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding <p>Specifically:</p> <ul style="list-style-type: none"> • Correctly use the terms sett, den and burrow (in relation to wildlife homes) and with describe which species of animal uses which home • Describe and explain what can be put in place to improve the grounds for wildlife • Participate with my peers to learn about and understand the terms habitat fragmentation and extinctions (local, regional, national, global) 	<p>I can:</p> <ul style="list-style-type: none"> • Identify areas in the school grounds are good and bad for wildlife and discuss my reasoning • Observe and record my findings about wildlife species and the habitats they live in • Give examples of wildlife and habitats around my town • Present my groups data and share our findings • Explore what measures can be done to improve our school grounds for wildlife



Teaching and learning activities (including links to resources/interdisciplinary links)	Focus for assessment (including evidence)
<ul style="list-style-type: none"> • Discuss the wildlife that they see in and around their school grounds • Discuss the different habitats within the school grounds and outwith • Explore the school grounds and identify areas which are good and bad for wildlife and discuss opinions • Explore the needs of wildlife that can be found in the town • Explore any improvements that can be added to the school to encourage wildlife to visit 	
Benchmark to support practitioners' professional judgement	
<p>I have contributed to discussions of current scientific news items to help develop my awareness of science</p> <p>SCN 1-20a</p>	



Additional curricular links:

Experience	Codes	Outputs
Literacy	LIT 0 to 4 - 02a Lit 1 to 4 - 28a, 29a LIT 0 to 4 – 14a LIT 0 to 4 – 21a	Taking turns to listen and talk Describe ideas in writing Find and use information Using vocabulary in descriptions
Health and wellbeing	0 to 4 – 01a 0 to 4 – 02a 0 to 4 – 09a, 10 0 to 4 – 14a 0 to 4 – 19a 0 to 4 – 23a 0 to 4 – 25a	Express feelings Deal with decisions Listen and talking to others about opinions Work as part of a group Opportunities to carry out different skills and activities outdoors Co-operation and communication Taking part in outdoor education experiences
Social Studies	0 to 4 – 08a	Explore and appreciate the wonders of nature

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?