

Wild about wildlife

Learning activities (Sciences)

Experiences and Outcomes	Learning intentions	Success Criteria
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 supported detail contained within the text, and use this information for different purposes. LIT 2-04a</p> <p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience LIT 2-06a</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 by asking questions of my own LIT 2-07a</p>	<p>Children will be able to:</p> <p>Develop curiosity and understanding of the environment and my place in the living, material, and physical world</p> <ul style="list-style-type: none"> 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 Specifically: Correctly use the terms sett, den, and burrow (in relation to wildlife homes) and with describe which species of animal uses which home Creatively explore and discuss the variety of wildlife that can be found in their town Listen and understand past activities which caused localised extinctions of pine marten in Scotland 	<p>I can:</p> <ul style="list-style-type: none"> Give examples of wildlife and habitats around my town Present my groups data and share our findings Identify the wildlife I can see in town Explain why past activities nearly caused the pine marten to become extinct Understand that there are laws in place to protect 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 the children have seen in their town • Identify the animals to the sounds they create • Follow a key to identify the correct track to the correct animal • Identify through touch the animal hides (are there any allergies to fur) and who they belong to • Examine, identify and discuss the skulls of various animals and the difference between carnivores, herbivores and omnivores • Use my senses to identify which scat (clay model) belongs to which animal 	
Benchmark to support practitioners' professional judgement	
<p>I have contributed to discussions of current scientific news items to help develop my awareness of science SCN 1-20a</p>	

Additional assignment – Artist boards

Experience	Codes	Outputs
Science	0 to 1 – 12b 0 to 4 – 01a 0 to 4 – 02a 0 to 4 – 20a	Using your senses Identification through listening Biodiversity and interdependence – <ul style="list-style-type: none"> • Understanding the links between organisms in the environment Considering current issues in science
Art and Design	EXA 0 to 2-02a EXA 0 to 2-03a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects comparing and combining them for specific tasks. I can create and present work that shows developing skill in using the visual elements and concepts



TO BE CHANGED Additional curricular links:

Experience	Codes	Outputs
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 talk 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