



Theme Overview		Project Outcomes	
<p>Explore the natural world around them. Describe what they can see, hear, feel whilst outside. (name and describe some animals they may see) Understand the effect the changing seasons have on the world around them. Recognise some similarities and differences between life in this country and life in different countries.</p>		<p>To name and recognise some British animals (squirrels, foxes, moles, field mouse, spiders, worms, swans, fish, tadpoles, snails, owls, butterflies, bees, bats,) To sort British animals linked to their habitat. To name some animals from different countries (linked to History - Artic/ Antarctica) To name some insects. To find and handle insects carefully. To say where insects live. To sort animals into 2 groups e.g those with wings/those without wings. To collect data through tally marks with support and compare results as a class.</p>	
<p>Science prompt questions. What can you see? What does it remind you of? What do you think will happen next? How can we change this? What do you already know about...? What is the same/different? I wonder why... I wonder when... I wonder how... I wonder what... What would happen if...?</p>		<p>Longitudinal study - To recognise the Cherry, Ash and Maple leaves and say what is the same and different about them. To talk about differences in the weather, recognise that they need to wear different clothes for each type, linked to sun safety. To notice that the amount of daylight we have has changed, its light when we leave school and when we go to bed. Be curious about natural objects found in the school environment.</p>	
Skills Focus	Sequence of Learning		
<p>Main Skills Focus: Sorting and comparing Collecting data on insects Observations Noticing patterns in nature.</p> <p>Linked Skills Focus: History -explorers</p>	<p>Lesson 1 LI: To sort animal cards to match their correct habitat. Challenge: To suggest other animals for habitats and give reasons why some animals can only live in certain habitats.</p>	<p>Lesson 2 (wk 4) LI: to compare different animals from different countries In the roleplay and around the classroom have pictures of different Artic animals Polar bear, artic fox, artic hare, walrus, snowy owl, reindeer, seal. Children use the binoculars to</p>	<p>Lesson 3 (wk5) LI To explore their natural environment. To collect information on insects find. To sort animals into groups. We are going on a bug hunt... Were might we find bugs/ insects? Can you predict what we might find in our outside area? What have you seen before</p>

<p>Learning about Scientists: A zoologist is a scientist that studies different animal behaviours Charles Sutherland Elton (Arctic studies) Famous Zoologist are Charles Darwin Jane Morris Goodall (chimpanzes) Steve Irwin (crocodiles) David Attenborough</p> <p>Teaching science skills and techniques at Mrs Bland's Infant School.</p> <ul style="list-style-type: none"> we encourage the children to think that we can all be scientists. We are curious, we share ideas, explore our environment and ask questions to find out the answers to things we don't not know yet. 	<p>Display different environments grass, river, forest, mud (underground,) caves. What animals might you find there?</p> <p>Have a selection of British animal cards (on teams) can they put each card on correct environment? Teach vocab - habitat. Can they suggest other ideas? What other animals might you find there?</p> <p>Why would a fish not live in the woods, what other animals could live in a woods, do they know which animals might live in the woods in this country? Rather than general? Ie wolves/bears squirrels, foxes, moles, field mouse, spiders, worms, swans, fish, tadpoles, snails, owls, butterflies, bees, bats, (discussion may generate that some animals could cross over ie grass/forest. Spiders could be in caves, as well as forests and grass) but other animals like swans - only on rivers, ask children for reasons behind their thinking....</p> <p>Do at snack time - 2 groups collect pupil voice, or in small groups throughout the day. Take photos and record pupil voice.</p> <p>Caves Wildlife Watch (can go to this link for information on caves, grasslands and forests with some examples of animals might see)</p>	<p>find them hidden around the room. How many can they name.</p> <p>Snack time/ story - use powerpoint to find out facts about Arctic animals then compare to British animals. What is the same? Different?</p> <p>Later in the week swap animal cards to show Antarctic animals Antarctic Animals List With Pictures & Facts, Species Found In Antarctica (activewild.com) Can they children remember some.</p>	<p>Chn then go and explore outside - take paper/camera/ipad - take photos, draw some of the creatures you found. Can you label them? Make notes/marks on how many you saw. (adults support making tally chart) Then inside afterwards Feedback which insects did you find? On IWB can we sort them into different groups. Using Purplemash (too count)- Can you put them onto a tally chart - (could do outside at time if connects to wifi?? - if not do when come back in.) Ones with wings/ ones without... ones found under logs/ ones not.. Draw table with ideas in Can anyone suggest any other groups.</p> <p>Possible comparison between different locations around the school ground (year 2 wild area/ Garlands)</p>
	<p>Lesson 4 (wk6) LI: To name animals, to say where they live, To sort animals</p> <p>Assessment/ review (check from autumn 2- nocturnal, spring 2- farm(include baby animals), summer 1- polar and insects) Which animals live where?</p>	<p>Other opportunities through provision</p> <p>Small world animals linked polar, forest, mini beasts.</p> <p>sorting selection of small world animals or picture cards</p> <p>circles/ venn diagrams / sorting question cards - wings/ not wings</p>	

Have polar bear, walrus, penguin, hedgehog, badger, bat, fox, artic fox, bear, worm, spider, butterfly, sheep, lamb, calf, cow

In pairs children - Can they name where animals live? Can they say why an animal would not live there? Can they sort the animals any way? Can they say what nocturnal means, can they name baby animals? Can they name any other animals that would like in the Artic, Antarctica, Farm or in our school grounds. Record pupil voice and take photos to add to seesaw.

magnifying glasses

non fiction books

purple mash - too count