






<p>Programme of Study Statements</p> <ul style="list-style-type: none"> 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. 					<p>Key Vocabulary</p> <p>Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p>
<p>Investigations and Skills for thinking like a Scientist</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>					<p>Sticky Knowledge:</p> <p>Living things can be divided into groups based upon their characteristics</p> <ul style="list-style-type: none"> Environmental change affects different habitats differently Different organisms are affected differently by environmental change Different food chains occur in different habitats Human activity significantly affects the environment
<p><u>Comparative Tests</u></p> <p>Does the amount of light affect how many woodlice move around?</p> <p>How does the average temperature of the pond water change in each season?</p>	<p><u>Identify & Classify</u></p> <p>Can we use the classification keys to identify all the animals that we caught pond dipping?</p>	<p><u>Observation over time</u></p> <p>How does the variety of invertebrates on the school field change over the year?</p>	<p><u>Pattern seeking</u></p> <p>How has the use of insecticides affected bee population?</p>	<p><u>Research</u></p> <p>Why are people cutting down the rainforests and what effect does that have?</p>	<p><u>Prior Knowledge:</u></p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)

<ul style="list-style-type: none"> • Potential Evidence to support our Scientists (I can..): • Can keep a careful record of living things found in different habitats throughout the year (diagrams, tally charts etc.) • Can use classification keys to identify unknown plants and animals • Can present their learning about changes to the environment in different ways e.g. campaign video, persuasive letter <p>Big Question: Are living things in danger?</p>	<p>Future Knowledge:</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats) • 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. (Y6 - Living things and their habitats) • Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)
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<p>Cultural Capital</p>		
<p>Visits and visitors Wild Place Slimbridge Redwood</p>	<p>Experiences and events</p>	<p>Key texts</p> <p><i>The Vanishing Rainforest</i> (Richard Platt) <i>The Morning I Met a Whale</i> (Michael Morpurgo) <i>Journey to the River Sea</i> (Eva Ibbotson)</p>
<p>Community events and links RSPB Bird watch</p>	<p>Global issues Rainforest destruction Coral Reef Destruction</p>	<p>Famous people/ Key Scientists Cindy Looy (Environmental Change and Extinction) Jaques Cousteau (Marine Biologist) David Attenborough</p>
<p>Life Skills Curiosity Resilience Making Links</p>	<p>Key places School environment (Pond, field, trees, garden).</p>	