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| **Year Group - 1 and 2. What’s Under Your Feet?** | **Date – Term One**  |
| **Curriculum Links** | Sc1/1.1    asking simple questions and recognising that they can be answered in different waysSc1/1.2    observing closely, using simple equipmentSc1/1.4    identifying and classifyingSc1/2.2a    identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammalsSc1/2.2c    describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)Sc2/2.1b    identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each otherSc2/2.1c    identify and name a variety of plants and animals in their habitats, including microhabitats |
| **Session Procedures** | **Before** - Check for rubbish, glass, hazards. Check weather forecast**During –** Wear Hi-Viz jacket. Road safety to get to the park**After** – clear everything away and return any natural objects to their original place**Wash hands**  | * Wash hands after touching outside objects
* Remind the children about how sharp some sticks can be and to be careful of brambles and stinging nettles.
* Remind children to be careful not to let the sticks fly out of their hands and go in someone else’s eye.
* Gloves must be worn for both litter picking and gardening
* The school grounds are our classroom and must be treated with respect.
* No picking
* No licking
* No Sticking
* Look after yourself
* Look after each other
* Look after the school
 | **Equipment** SpadeTrayMagnifying glassID sheetLitmus paperDistilled water  |
| **Introduction and Activity Opportunities** | **Indoors –** Watch <http://jointhepod.org/resources/resource/435> to introduce the What’s Under Your Feet Activity**Main Activity – What Under Your Feet Investigation.**  What can you find under the turf?Lesson Plan - <http://jointhepod.org/resources/resource/432> * Discuss the habitats on the school grounds, are there different invertebrates living in different places?
* Discuss the food chain of the invertebrates.
* As shown in the film dig up the square of grass and count the bugs.
* Take the bugs back to the outdoor classroom and measure/record them.
* Use the recording sheet on the lesson plan for the data
* Put the bugs back in the ground and replace the turf (plant daffodil bulbs at the same time).
 | **Vocabulary**HabitatInvertebrateFood chainScientist |
| **Plenary** | Discuss Charles Darwin’s ideas about evolution and what would happen if these creatures no longer existed.  |