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| **Year Group - 4 & 5 What’s Under Your Feet?** | **Date – Term One**  |
| **Curriculum Links** | Sc6/1.2    taking measurements, using a range of scientific equipment, with increasing accuracy and precisionSc6/1.3    recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphsSc5/2.1a    describe the differences in the life cycles of a mammal, an amphibian, an insect and a birdSc6/2.1a    describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals |
| **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).

Ext – Create a classification tree for the invertebrates that were found.  | **Vocabulary**HabitatInvertebrateFood chainScientist |
| **Plenary** | Discuss Charles Darwin’s ideas about evolution and what would happen if these creatures no longer existed.  |