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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 precision Sc6/1.3    recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs  Sc5/2.1a    describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Sc6/2.1a    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**  Spade  Tray  Magnifying glass  ID sheet  Litmus paper  Distilled 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**  Habitat  Invertebrate  Food chain  Scientist |
| **Plenary** | Discuss Charles Darwin’s ideas about evolution and what would happen if these creatures no longer existed. |