Bears Wider Curriculum Medium Term Plan

Term 1	Weeks 3-4

Unit Title

Habitats around us

Client: The Local Council

Experts: Junior Wildlife Explorers

Tension: The council thinks some of the animals living around the school might be losing their homes. They don't know where the best habitats are or how to help the wildlife.

Commission: The council has asked the children to:

- explore the school grounds
- find and identify plants and animals
- make a simple habitat map
- create **Wildlife Top Trumps** cards to help other children learn about local animals
- suggest **three ways the school could make a better home for wildlife**

Final Outcome: The children present their **"School Wildlife Guide"** to the council, showing where animals live and how everyone can help protect them.

Linked Curriculum Areas	
Science	Geography
National Curriculum statements *(from LT curriculum map)*	
	Local Environment
Living Things and their Habitats	

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• Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited • Identify and name a variety of plants and animals in their habitats	• Use simple fieldwork and observational skills to study the geography of their school and its grounds • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Use simple compass directions and locational language

Specific skills and knowledge that <u>this</u> class needs to focus on to achieve these objectives *(identified using the current year group statements alongside all prior year group statements within the school's progression of skills documents)*

Geography Skills	**Science Skills**
• Use aerial photographs • Follow simple maps • Use compass directions • Use positional language • Observe physical features • Draw simple plans	• Observe carefully • Identify and classify • Ask simple questions • Collect data • Compare habitats • Record findings

Assessment Questions *(What will the children be able to answer now, next term, next year?)*

Which habitats can we find around our school? How can we use a map or aerial photograph to show habitats? What could we do to make our school a better home for local wildlife?	How can you tell if something is living, dead or has never been alive? What is a habitat? Why do different animals live in different habitats?

Critical Pathway *(order of learning)*

Key Learning Event 1	**Key Learning Event 2**	Key Learning Event 3	Key Learning Event 4	Key Learning Event 5	Key Learning Event 6
What will children learn?					

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Explore the school grounds- who lives there? To identify things that are living, dead and have never been alive.	**Habitat Detectives** Understand what a habitat is and identify habitats around the school grounds.	Wildlife Investigation To identify plants and animals living in different habitats and compare habitats.	**Mapping School Habitats** To create a simple map showing habitats around the school using geographical skills.	**Create Wildlife Top Trumps** To present information about local wildlife.	**Helping Wildlife** To explain how habitats can be protected and improved
What new vocabulary will they learn?					
Living Dead Never alive Survive	Habitat Microhabitat Shelter Space	Classify Identify Observe Evidence	map, key, aerial photograph, compass, north, south, east, west	Species Fact Compare Protect	Protect Environment Recommendation
What will teaching and learning look like? (Specific details)					
Have mystery box full of different items: feather, stone, plastic flower. Children to sort. **Outdoor Activity:** Walk around school finding examples of: • living • dead • never alive	Introduce different habitats: woodland, pond, garden, field, playground, hedgerow Explain that habitats provide food, water, space, shelter. **Investigation** Children hunt for habitats around school. • What is there?	Children investigate different microhabitats (under logs, long grass, flower beds, hedges). Use magnifiers and iPads to photograph wildlife. Record findings using tally charts, drawings and voice recordings in Class Notebook. Compare which habitats contain the most wildlife and discuss why.	Study an aerial photograph of the school. Identify physical features and habitats. Children create a simple habitat map using symbols and a key. Option to include compass directions and positional language.	In pairs children research one local animal using books and child-friendly websites. Children create a Wildlife Top Trumps card using Book Creator, PowerPoint or Canva, including a photograph or drawing, habitat, diet and an interesting fact.	Revisit the council's commission. Children discuss what they have discovered and identify three ways to improve habitats (e.g. bug hotel, wildflowers, bird feeders, log pile). Assemble the class **School Wildlife Guide** including habitat map, Top Trumps, photographs and recommendations.

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Record using iPads. Create a class sorting chart- can children put items in correct section?	• What animals might live there? Children use tablets to photograph habitats and record short voice notes explaining why animals might live there. Annotate a simple digital aerial photograph of the school.				Present findings to the Local Council.
How will learning be assessed?					
Can children correctly classify objects as living, dead or never alive?	Can children explain what a habitat is and identify different habitats around the school?	Can children identify common plants and animals and explain why they live in certain habitats?	Can children use an aerial photograph to produce a simple habitat map with a key?	Do the Top Trumps cards include accurate information about the animal and its habitat?	Can children explain how the school could become a better habitat using evidence from their investigation?