Key Question: Why do animals live where they do?

Rationale:

This experience is inspired by Steve Backshall's 'Deadly 60'. The children will become experts in zoology as they learn what they can about animals and their habitats. To motivate the children to create a high quality information text about animals, they will be able to make independent decisions about the animal that they want to research. The challenge will be to find the most abnormal animal to write about. Throughout the experience we will be making links with what we know about animal groups, habitats and food chains to ensure we answer the question 'where do animals live where they do?' The e-book they create will be available to all animal enthusiasts. What will Steve Backshall himself think of our book?

Hook: The Deadly 60!

Start Date: 16th March

End Date: 1st April

Outcome:
We will be creating an e-book that we can share with the world. We will be sending the e-book to Steve Backshall to critique!

Subject 1: English
To write for different purposes (information texts)
To use headings and sub-headings to organise information

Subject 2: Science
To identify and name a variety of animals.
To 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

Value:
We will be exploring what independence means. The children will be using the reflective journals to help them plan their journey through the experience. We will be making independent decisions about which animals we would like to research. We will discuss the importance of having your own thoughts and opinions.

Inspiring texts:
National Geographic, Steve Backshall's 'Deadly 60', 'Encyclopaedia of animals' by Jules Howard, 'creaturepedia' by Adrienne Barman.

Link to Rights Respecting:
Article 13: You have the right to find out things and say what you think, unless it breaks the rights of others. We will be exploring ways in which we find out information and what the problems would be if this right was not respected.

Take home task: Due in 1st April
Front cover competition! Create a front cover for our 'abnormal animals' e-book. Remember, we want our book to be professional and of a high-quality so consider what you could use to create the design for the front cover e.g. ICT. We will be voting on our favourite to be used as the front cover for our book.

ICT: We will be using iPads and computers to research our chosen animal.

Vocabulary: habitat, micro-habitat, living, animals, diet, nutrition, predator, prey, fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores, food chain.

Knowledge:

By the end of the experience, the children will be expected to know:

- What an animal is.
- The difference between things that are living and dead.
- Different animal groups.
- Types of habitat.
- Which animals live in which habitat.
- Why animals live in particular habitats (e.g. structure of an animal, diet)
- What structural devices are used in non-fiction texts (headings and sub-headings)

Skills:

- We will be developing the scientific skill of identifying and classifying.

How we evaluate:

The children will all be assessed against the learning objectives taught. We use the learning stages of know, show and grow to support the assessments. If a child is able to 'show' that they have achieved the objective then they will be judged as working at the expected level. If the child has shown that they have reached the 'grow' stage of their learning and are able to independently apply their knowledge to a new or challenging situation then they will be considered as working at a 'greater depth'. Children who are assessed as not meeting the objective, will be given extra support to enable them to reach the expected level.

Throughout the experience, the children will be encouraged to reflect on their own learning and will set themselves challenging targets.