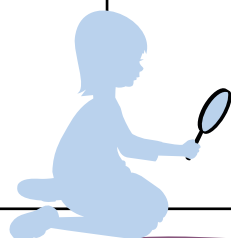


Wildlife Connections

Conservation **Term:** Spring/Summer/Autumn **Subject:** Science **Topic:** Wildlife Prior Learning KWL **Year:** 1



	National Curriculum Links	Overview	Assessment/Questions	Resources
LESSON	Learning Objective(s) - To think about what we know about wildlife. Success Criteria - I can discuss what I know about wildlife. - I can name one or more wildlife plants. - I can name one or more animals found in the wild. - I can understand why wildlife is important.	Prior learning The majority of children should hopefully: - Have explored the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments; should have drawn on their experience and what has been read in class. - Have understood the effect of changing seasons on the natural world around them. Introduction What do children know about wildlife? Teacher to ask: - Does anyone know what wildlife is? - Can you name any wildlife plants and animals? - What would you like to learn about wildlife? Class teacher/TA to complete an 'Impact of Learning' sheet for children's previous knowledge. (To represent either individuals/groups/the class). Resources One class or group 'Impact of Learning' sheet. Class teacher to refer to Chester Zoo's Conservation Knowledge Organiser for Year 1. <i>Ideally, this session should take place in small groups and may even be TA led, or alternatively a TA may support independent work from the rest of the class whilst the teacher spends time assessing a group of children at a time.</i> Class teacher/TA to complete an 'Impact of Learning' sheet for children's previous conceptual knowledge. (This sheet is to represent either individuals/groups/the class). Activities The children could draw/write everything they feel relates to wildlife as a mind map (surrounding the word 'wildlife'). No coloured drawings should be made. They could be	Initial discussion: - Does anyone know what wildlife is? - Can you name any wildlife plants and animals? - What would you like to learn about wildlife? - Where might you find it? - Is it important? (Who or what might need it?).	- One class or group 'Impact of Learning' sheet. - Class teacher to refer to Chester Zoo's Conservation Knowledge Organiser for Year 1. - Paper for each child to draw mind maps/ worksheet with prompt questions (see 'Activities').





prompted by the following questions:

- What does wildlife mean?
- Where might you find it?
- Is it important? (Who or what might need it?).
- Can you give examples?

The TA/teacher could help annotate the children's work to demonstrate concepts held by the children. Important concepts can be added to the 'Impact of Learning' sheet to record children's initial conceptual knowledge.

Possible ongoing work

At different stages throughout the unit of work, the children could revisit the above mind map and could add information in a different colour, (including drawings), demonstrating new learning. They could also be encouraged to correct misconceptions. This mind map can be used to help them when they complete the KWL sheet at the end of the unit and to provide further evidence of their learning.

Plenary

The teacher could ask:

What are plants? What do you already know and want to learn? Following the assessment, the teacher may feel that it is appropriate to address some misconceptions at this stage.

Following completion of the assessment, the class teacher is to stress the importance of looking after wild plants and animals so that they can survive and keep their life cycle alive, preventing them from becoming extinct (i.e. when there are no more individuals known to be alive anywhere in the world).

