

Question

What is the effect of clearing the riverbank. Should we do it?

Establishing the question and teaching key information for the enquiry.

- The river that runs through the school is overgrown and the Governing body want to clear it., but what effect will this have on the wildlife that lives there? Year 2 has been commissioned the lucrative job of finding out
- Need to teach that plants need water, light and warmth to grow very quickly so they can apply this knowledge as they visit through year
- Each group will have a test area and a bordering comparison area, marked out and labelled.
- Must be taught how to use a thermometer and how to measure the dampness of the soil in qualitative way

Aspect of working scientifically being taught:

- Gathering evidence to describe how things change over time as a result of something happening

Data recording that will be taught:

- Accurate annotations of pictures, tally charts

Data gathering sessions through the year

What data needs to be gathered?

- All plants and mini beasts identified in test and comparison area before clearing area. (Annotate photo)
- Tally kept of total number plants and animals.
- Pupils measure the temperature and describe how wet it is

When will this data be gathered?

- Revisited every 4 weeks as autumn moves into winter.
- Once in winter and not much changes, get ch to think why (what plants and animals need to survive), discuss whether need to go out so regularly and when increase visits.
- Increase visits as life starts to liven up so children get a feel for the pace of change.

How will it be gathered?

- Provide identification chart based on life that we know is there and might be there (have to make one).
- Pupils look and identify and add to photograph and tally chart
- Each session set up a pitfall trap the day before.

How will children be supported in gathering this data?

- Take photograph of their areas and they annotate it with what they find having identified it. They write on the temperature and
- Give pupils a tally chart for animal / plants but they make their own over time

How will the data be analysed?

- Pupils stick annotated photo and tally chart in book. They compare it with the previous set of data and write a sentence describing a) if the amount of life has changed and by how much and if any new organisms have appeared or others disappeared

Putting the pieces together

How will the gathered data be brought together?

How will children be supported in drawing conclusions?

How will they be supported in writing their conclusion?

Will their conclusions be shared?

Key Ideas being developed:

- Plants need warmth, light and water to grow and survive.
- Animals need food to survive
- Different animals and plants live in different places
- Environmental change can affect the plants and animals that live there