

## Year 2 – Nature Detectives programme outline (Full day visit)

### PROVISIONAL PROGRAMME – PLEASE READ BOTH SHEETS

#### Introduction

- Welcome and orientation
- Health and safety
- Plan for the day
- Learning outcomes
- Introduce topics

#### Comfort break

#### Woodland explorers walk – investigating habitats:

- Alive, dead or never alive
- Habitats: Meadow minibeasts – discovering the minibeasts that live in the meadow (weather permitting) or Exploring woodland minibeasts – children explore what lives under the logs
- Colour and wildlife - Camouflage game, children hunt for coloured worms (wool) and learn how animals and plants use colour
- Animal senses – Listening to the Whispering Wood

#### Lunch

#### Pond dipping:

- health and safety near water
- how to pond dip
- pond dipping – collect animals
- identifying animals using simple keys
- pond animals' lifestyles (adaptation)
- pond animal feeding styles (carnivore/herbivore/omnivore)

#### Plenary session - Act a creature

In small groups children are given an information card containing a picture and facts about one of the animals they found in the pond. The children decide how to act out the creature so that the rest of the class can guess what it is. Each group will have an adult helper.

**THE ABOVE PROGRAMME IS INTENDED TO SUPPORT THE FOLLOWING LEARNING OUTCOMES/INTENTIONS**

**Most children will....**

- 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
- describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- Be able to extend their vocabulary, exploring the meanings and sounds of new words

**Some children will not have progressed so much and will...**

- Learn the names of some animals
- Observe differences between animals
- Experience the natural world

**Some children will have progressed further and will also...**

- communicate observations of a range of animals and plants in terms of features.
- recognise and identify a range of common animals

**Literacy**

- Introduction to new words – for example animal names, habitat names

**Numeracy**

- Use simple keys
- Sort according to identifiable features

**Citizenship**

- How and why we look after plants and animals
- Sense of responsibility for their surrounding environment

**Geography**

- Planning and making a journey
- What the weather is like here
- Caring for environments

**SEAL / ECM**

- Every individual to have a sense of achievement and enjoyment
- Each pupil to make a positive contribution to the day
- Increased confidence in ability and knowledge
- Every child to explore and discover in a safe and encouraging environment
- Every individual to be aware of how the environment and their actions contribute to their health and well-being
- Activities which vary in delivery for example individual and group work, discussions, thought and reflection time, games

**Inclusion**

- Worksheets and activities will be differentiated to accommodate individual learning needs
- Where possible all children will have access to the same opportunities regardless of their abilities