

PRIMARY SPORTS GIANTS OUTDOOR LEARNING: INSECTS & SPECIES (FLORA & FAUNA)



FLORA: The plant life occurring in a habitat e.g. oak tree/ holly bush/ grass etc.

FAUNA: The animal life occurring in a habitat e.g. worms/ caterpillars/ foxes ect.

TOPIC PROGRESSION	OUTLINE OF LESSON	KEY FOCUS POINTS
Reception	To get a general understanding of what Flora & Fauna is. To explore and inspect flora and fauna respectfully and safely.	E.g: <ul style="list-style-type: none"> ● Learn to be respectful of flora and fauna, understanding both are living things and are to be treated carefully. ● Identify key colours of different flora and fauna e.g. ladybirds are red ● Insect hunt and draw pictures of different insects ● Compare 2 different items
Year 1	To identify flora and fauna and place them in groups	E.g: <ul style="list-style-type: none"> ● Start to understand the difference between flora and fauna by identifying examples e.g. X 2 flora = leaves and grass ● X2 fauna= ladybird and worm ● Find and match Flora & Fauna to an treasure hunt sheet
Year 2	To use resources to identify new flora or fauna.	E.g: <ul style="list-style-type: none"> ● To explore and learn new names of different species ● Identify different types of leaves or buds ● Can use resource to identify one edible and inedible flora or fauna

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		<ul style="list-style-type: none"> ● To draw a leaf or bud from their favourite tree ● Label it with 3 facts about the tree
Year 3	To select and identify different types of flora and fauna competently.	<p>E.g:</p> <ul style="list-style-type: none"> ● Can identify different species of insects ● Identify some different trees ● Can identify and select different flora in a given task e.g. find x3 different leaves ● Build a mini bug hotel ● To understand about identifying living or 'green' wood opposite to dead / seasoned wood.
Year 4	To be able to share their knowledge about different types of flora and fauna with others. To gain knowledge of the 4 seasons.	<p>E.g:</p> <ul style="list-style-type: none"> ● Go on a bug hunt with a magnifying glass, sharing knowledge with each other, describing colours and shapes ● Can identify and share knowledge on edible and nonedible items ● Create posters on edible and non edible foraging items ● Can select wood that is good for burning and good for building ● Learn about the 4 seasons and rotation of earth
Year 5	To show knowledge of season identification and how this affects Flora & Fauna.	<p>E.g:</p> <ul style="list-style-type: none"> ● Have knowledge of the 4 seasons in relation to the earth axis ● What flora and fauna may be found in the different seasons ● How flora and fauna change through the seasons ● Use of tools in foraging different materials e.g. using a mallet to crack hazelnuts in Autumn

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		<ul style="list-style-type: none"> • Changing environments
Year 6	To be able to take others to identify flora and fauna.	<p>E.g:</p> <ul style="list-style-type: none"> • Can teach others about safe foraging relating to seasons • Competent with their knowledge learnt • Understanding the importance of flora and fauna for the environment • Food chain • Humans impact on Flora & Fauna • How can we increase biodiversity • How can have less of an impact on earth

Useful links:

<https://www.forestryengland.uk/resource>

<https://primarybusinesspartnership.org.uk/wp-content/uploads/2021/01/Get-Cumbria-Buzzing-KS1-Science-Teacher-Pack.pdf>

<https://www.bathscape.co.uk/wp-content/uploads/2020/04/BuzzScuttle-MarianHill-GreatMini-BeastHuntBooklet-pdf.pdf>

<https://www.inspiredforestschoolltraining.co.uk/wp-content/uploads/2018/05/UNIT-4-TASK-1-Create-a-key-identifying-a-range-o-f-woodland-flora-and-fauna-AC-2.2.pdf>

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