



Web Browser

Learning Outcome:

Construct a food web and label appropriately.

You will need:

- Paper & pens
- Vocabulary cards
- Animal cards

What to do:

- Choose a set of animal cards.
- Sort the animals by what they are e.g. consumer, predator etc.
- Organise the animal cards into a food web. Use pens to link the animals together.
- Label the animals and explain your food web.



Web Browser

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. **SCN 1-02a**

- *Demonstrates awareness of how energy from the sun can be taken in by plants to provide the major source of food for all living things.*
- *Interprets and constructs a simple food chain, using vocabulary such as 'producer', 'consumer', 'predator' and 'prey'.*

I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area.

SCN 2-02a

- *Describes how energy flows between plants and animals in more complex food chains and webs and ecosystems, using vocabulary such as 'producers', 'consumers' and 'herbivore'.*



What am I?

Learning Outcome:

Explain how plants have been used to benefit society.

You will need:

- Headband
- Picture cards
- Information cards

What to do:

1. Taking it in turns each player wears the headband with a picture of a plant.
2. The player with the headband then asks the other players questions about the item which they can only answer **yes or no**.
3. The other players can use the information cards to help them if they are not sure about a particular plant or use.



What am I?

Through carrying out practical activities and investigations, I can show how plants have benefited society. **SCN 2-02b**

- *Relates findings from practical investigations to describe how plants have benefited society, for example, in medicine, dyes, fuels, construction, prevention of soil erosion and by influencing the balance of gases in the air.*



It's not fair—or is it?

Learning Outcome:

Design a fair experiment.

You will need:

- MRS GREN information cards
- Fair testing board
- Orange Post-it notes
- Green Post-it notes

What to do:

1. Ask a broad question for the investigation, e.g. "What will affect the height of a plant?"
2. Using the **orange post-it notes**, list the things that could be **changed** and add to the poster.
3. Using the **green post-it notes**, list the things that could be **measured** or **observed**. "If we change one of the above things, what can we measure or observe to see if it's made a difference?"
4. Choose one thing to **change** and one to **measure** or **observe**.
5. "What do we need to keep the same to make it a **fair test**?" Move these post its down as they are listed.
6. Make a **prediction** and **hypothesise**.



It's not fair—or is it?

I can help to design experiments to find what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. **SCN 1-03a**

- *Observes, collects and measures the outcomes from growing plants in different conditions, for example, by varying levels of light, water, air, soil/nutrients and heat.*
- *Structures a presentation or report, with support, to present findings on how plants grow.*

I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use. **SCN 2-03a**

- *Collaborates with others to present a reasoned argument, based on evidence, of the risks and benefits of using fertilisers, demonstrating understanding of the underlying scientific concepts.*



Let's Talk Bogs 2

Learning Outcome:

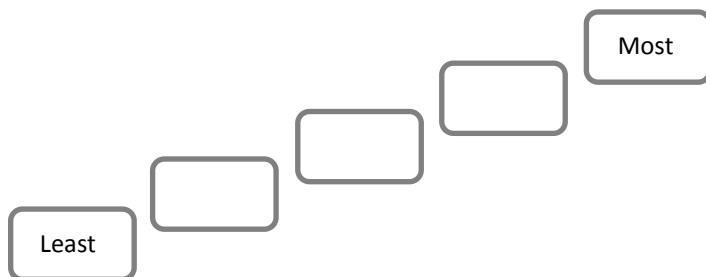
Explain and describe uses of a non-renewable energy source.

You will need:

- Bog fact cards
- Bog information card

What to do:

1. Read the bogs information sheet.
2. Write in the petals of the flower 1 word/phrase about peat bogs as energy sources.
3. Using the 10 peat bog fact cards discuss as a group the 5 that you think are most important. Order the cards from most to least important.



Let's Talk Bogs 2

Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. **SCN 2-04b**

- *Researches non-renewable sources of energy, such as fossil fuels and nuclear, and discusses how these are used in Scotland.*
- *Draws on increasing knowledge and understanding to suggest ways in which they can reduce their own energy use and live more sustainably.*



Let's Talk Bogs 1

Learning Outcome:

Explain and describe uses of a non-renewable energy source.

You will need:

- Measuring cylinder
- Plastic tub
- Materials
- Jug
- Water

What to do:

1. In pairs collect a tub and one set of materials.
2. Using the measuring cylinder measure 80ml of water.
3. Place the material in the tub and pour the measured 80ml of water in.
4. After completing Let's Talk Bogs 2 pour the water back into the measuring cylinder. Calculate the water that has been absorbed by the material. What material was the most/least absorbent? Why?



Let's Talk Bogs 1

Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. **SCN 2-04b**

- *Researches non-renewable sources of energy, such as fossil fuels and nuclear, and discusses how these are used in Scotland.*
- *Draws on increasing knowledge and understanding to suggest ways in which they can reduce their own energy use and live more sustainably.*



Don't be a bore, go explore!

Learning Outcome:

Use key characteristics to describe plants and animals.

You will need:

- Outdoor area
- Poster paper & pens

What to do:

1. Choose some plants or animals.
2. Then make up your own names for them according to what they look like or what they do.
3. Record these names on the poster.
4. Have a go at guessing what plants or animals the other names are for.
5. These can then be sorted on different properties including living, non-living, once living.



Don't be a bore, go explore!

I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. **SCN 1-01a**

- *Explains the difference between living and non-living things, taking into consideration movement, reproduction, sensitivity, growth, excretion and feeding.*
- *Creates criteria for sorting living things and justifies decisions.*
- *Sorts living things into plant, animal and other groups using a variety of features.*

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2-01a**

- *Classifies living things into plants (flowering and non-flowering), animals (vertebrates and invertebrates) and other groups through knowledge of their characteristics.*
- *Begins to construct and use simple branched keys which can be used to identify particular plants or animals.*
- *Identifies characteristics of living things and their environment which have contributed to the survival or extinction of a species.*
- *Describes how some plants and animals have adapted to their environment, for example, for drought or by using flight.*