

# Skelton Primary School

## Eco-schools 2020-2021 Overview

	Autumn	Spring	Summer
<b>Whole School Eco Theme</b>	Biodiversity	Energy	Waste
<b>Whole School Focus</b>	Endangered animals around the world	Switch off fortnight	Waste Week
<b>Class Activities</b>	Each class researches an endangered animal (linked to Science and/or geography topic if poss) Whole school assembly (late Nov) for each class to share learning about their animal.	Class energy audit Class energy reduction plan How much energy did you save in a fortnight? (Resources to follow)	Class waste audit Class waste reduction plan How much did you reduce your waste in a week? (Resources to be follow)
<b>Eco Committee</b>	<ul style="list-style-type: none"> <li>● Set-up Eco-Committee</li> <li>● Set-up Eco Board</li> <li>● Environmental Review</li> </ul>	<ul style="list-style-type: none"> <li>● Action Plan</li> <li>● <b>Bronze Assessment</b></li> <li>● Implement and monitor action plan (esp whole school energy use)</li> </ul>	<ul style="list-style-type: none"> <li>● Implement and monitor action plan (esp whole school waste)</li> <li>● Collate evidence of curriculum work</li> <li>● <b>Silver Assessment</b></li> </ul>

## Eco-Schools 2020/21: Potential Science Curriculum Links

	Autumn: Biodiversity	Spring: Energy	Summer: Waste
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● <b>Identify and name</b> a variety of common animals</li> <li>● <b>Describe and compare</b> the structure of a variety of common animals</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Asking simple questions</b> and recognising that they can be answered in different ways.</li> <li>● <b>Observing closely</b>, using simple equipment.</li> <li>● Using their observations and ideas to <b>suggest answers to questions</b>.</li> <li>● <b>Gathering and recording data</b> to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish between an object and the <b>material from which it is made</b></li> <li>● Identify and name a variety of <b>everyday materials</b>, including wood, plastic, glass, metal, water, and rock</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● Identify that most living things live in <b>habitats to which they are suited</b> and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they <b>depend on each other</b>.</li> <li>● Describe how animals obtain their food from plants and other animals, using the idea of a <b>simple food chain</b>, and identify and name different sources of food.</li> <li>● Find out about and describe the <b>basic needs of animals</b>, including humans, for survival (water, food and air).</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Asking simple questions</b> and recognising that they can be answered in different ways.</li> <li>● <b>Observing closely</b>, using simple equipment.</li> <li>● Using their observations and ideas to <b>suggest answers to questions</b>.</li> <li>● <b>Gathering and recording data</b> to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and compare the <b>suitability of a variety of everyday materials</b>, including wood, metal, plastic, glass, brick, rock, paper and cardboard <b>for particular uses</b>.</li> <li>● Find out how the <b>shapes of solid objects</b> made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>● Identify that animals, including humans, need the <b>right types and amount of nutrition</b>, and that they cannot make their own food; they get nutrition from what they eat.</li> </ul>	<ul style="list-style-type: none"> <li>● Making <b>systematic and careful observations</b> and, where appropriate, taking accurate measurements using standard units, using a range of equipment,</li> </ul>	<ul style="list-style-type: none"> <li>● Making <b>systematic and careful observations</b> and, where appropriate, taking accurate measurements using standard units, using a range of equipment,</li> </ul>

		<p>including thermometers and data loggers.</p> <ul style="list-style-type: none"> <li>● <b>Gathering, recording, classifying and presenting data</b> in a variety of ways to help in answering questions.</li> <li>● <b>Recording findings</b> using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>● <b>Reporting on findings</b> from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul>	<p>including thermometers and data loggers.</p> <ul style="list-style-type: none"> <li>● <b>Gathering, recording, classifying and presenting data</b> in a variety of ways to help in answering questions.</li> <li>● <b>Recording findings</b> using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>● <b>Reporting on findings</b> from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>● Recognise that <b>environments can change</b> and that this can sometimes <b>pose dangers</b> to living things.</li> <li>● Construct and interpret a variety of <b>food chains</b>, identifying producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify <b>common appliances that run on electricity</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise that <b>environments can change</b> and that this can sometimes <b>pose dangers</b> to living things.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>● Describe the differences in the <b>life cycles</b> of a mammal, an amphibian, an insect and a bird.</li> <li>● Describe the life process of <b>reproduction</b> in some plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise that some <b>mechanisms</b>, including levers, pulleys and gears, <b>allow a smaller force to have a greater effect</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Compare and group together everyday materials</b> on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>● Explain that <b>some changes result in the formation of new materials</b>, and that this kind of change is not usually reversible, including changes associated with burning</li> </ul>

			and the action of acid on bicarbonate of soda.
<b>Year 6</b>	<ul style="list-style-type: none"> <li>● Recognise that <b>living things have changed over time</b> and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>● Identify how <b>animals</b> and plants <b>are adapted to suit their environment</b> in different ways and that adaptation may lead to evolution.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Recording data and results</b> of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>● <b>Reporting and presenting findings</b> from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Recording data and results</b> of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>● <b>Reporting and presenting findings</b> from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul>