# Skelton Primary School

## Eco-schools Overview

| | Autumn | Spring | Summer |
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| **Whole School Eco Theme** | Biodiversity | Energy | Waste |
| **Whole School Focus** | Endangered animals around the world | Switch off fortnight | Waste Week |
| **Class Activities** | Each class researches an endangered animal (linked to Science and/or geography topic if poss)<br>Whole school assembly (late Nov) for each class to share learning about their animal. | Class energy audit<br>Class energy reduction plan<br>How much energy did you save in a fortnight?<br>(Resources to follow) | Class waste audit<br>Class waste reduction plan<br>How much did you reduce your waste in a week?<br>(Resources to be follow) |
| **Eco Committee** | ● Set-up Eco-Committee<br>● Set-up Eco Board<br>● Environmental Review | ● Action Plan<br>● ***Bronze Assessment***<br>● Implement and monitor action plan (esp whole school energy use) | ● Implement and monitor action plan (esp whole school waste)<br>● Collate evidence of curriculum work<br>● ***Silver Assessment*** |

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

| | Autumn: Biodiversity | Spring: Energy | Summer: Waste |
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| **Year 1** | ● **Identify and name** a variety of common animals<br>● **Describe and compare** the structure of a variety of common animals | ● **Asking simple questions** and recognising that they can be answered in different ways.<br>● **Observing closely**, using simple equipment.<br>● Using their observations and ideas to **suggest answers to questions**.<br>● **Gathering and recording data** to help in answering questions. | ● Distinguish between an object and the **material from which it is made**<br>● Identify and name a variety of **everyday materials**, including wood, plastic, glass, metal, water, and rock |
| **Year 2** | ● Identify that most living things live in **habitats to which they are suited** and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they **depend on each other.**<br>● Describe how animals obtain their food from plants and other animals, using the idea of a **simple food chain**, and identify and name different sources of food.<br>● Find out about and describe the **basic needs of animals**, including humans, for survival (water, food and air). | ● **Asking simple questions** and recognising that they can be answered in different ways.<br>● **Observing closely**, using simple equipment.<br>● Using their observations and ideas to **suggest answers to questions**.<br>● **Gathering and recording data** to help in answering questions. | ● Identify and compare the **suitability of a variety of everyday materials**, including wood, metal, plastic, glass, brick, rock, paper and cardboard **for particular uses**.<br>● Find out how the **shapes of solid objects** made from some materials can be changed by squashing, bending, twisting and stretching |
| **Year 3** | ● Identify that animals, including humans, need the **right types and amount of nutrition**, and that they cannot make their own food; they get nutrition from what they eat. | ● Making **systematic and careful observations** and, where appropriate, taking accurate measurements using standard units, using a range of equipment, | ● Making **systematic and careful observations** and, where appropriate, taking accurate measurements using standard units, using a range of equipment, |

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| | | including thermometers and data loggers.<br>● **Gathering, recording, classifying and presenting data** in a variety of ways to help in answering questions.<br>● **Recording findings** using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.<br>● **Reporting on findings** from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | including thermometers and data loggers.<br>● **Gathering, recording, classifying and presenting data** in a variety of ways to help in answering questions.<br>● **Recording findings** using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.<br>● **Reporting on findings** from enquiries, including oral and written explanations, displays or presentations of results and conclusions. |
| **Year 4** | ● Recognise that **environments can change** and that this can sometimes **pose dangers** to living things.<br>● Construct and interpret a variety of **food chains,** identifying producers, predators and prey. | ● Identify **common appliances that run on electricity.** | ● Recognise that **environments can change** and that this can sometimes **pose dangers** to living things. |
| **Year 5** | ● Describe the differences in the **life cycles** of a mammal, an amphibian, an insect and a bird.<br>● Describe the life process of **reproduction** in some plants and animals. | ● Recognise that some **mechanisms,** including levers, pulleys and gears, **allow a smaller force to have a greater effect.** | ● **Compare and group together everyday materials** on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.<br>● Explain that **some changes result in the formation of new materials**, and that this kind of change is not usually reversible, including changes associated with burning |

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| | | | and the action of acid on bicarbonate of soda. |
| **Year 6** | • Recognise that **living things have changed over time** and that fossils provide information about living things that inhabited the Earth millions of years ago.<br>• Identify how **animals** and plants **are adapted to suit their environment** in different ways and that adaptation may lead to evolution. | • **Recording data and results** of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.<br>• **Reporting and presenting findings** 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. | • **Recording data and results** of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.<br>• **Reporting and presenting findings** 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. |