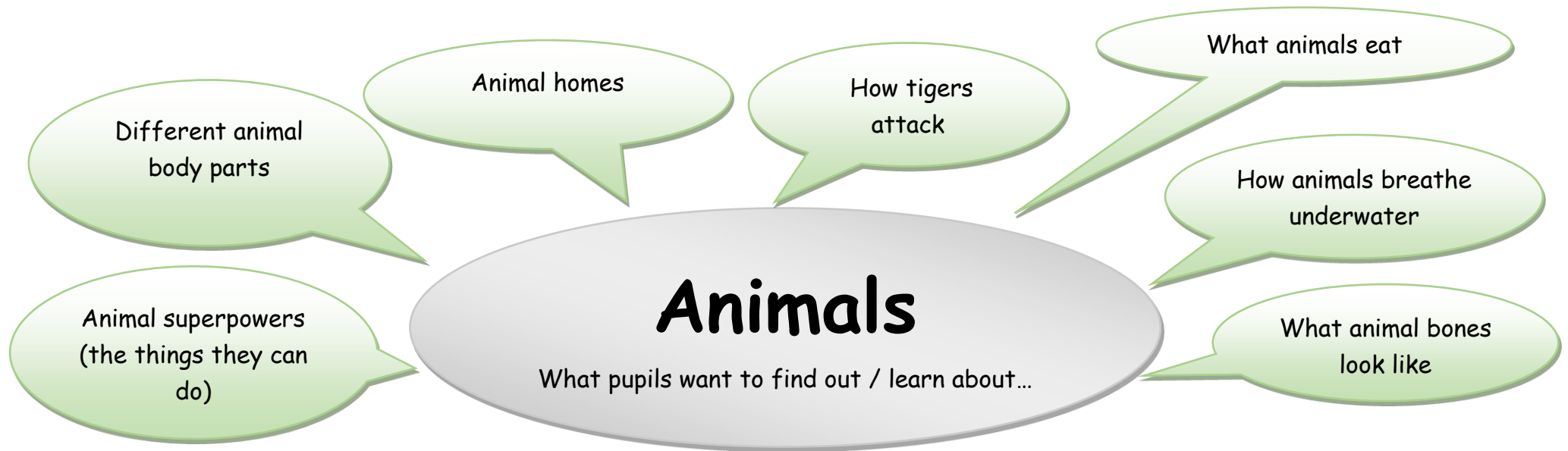


## Pupil Questions:



## Term 1 High Quality Assessment:

I can create a non-fiction poster or *Fact File* about an animal I have researched.

Literacy	Social Studies	Science
<ul style="list-style-type: none"><li>I can make notes on key information.</li><li>I can choose information from what I have learned to create a text about an animal of my choice.</li><li>I can organise my information in a clear and structured way for a reader.</li></ul>	<p>In my created text, I can share one way of looking after an environment to protect the animal (e.g. not using single use plastic for sea life).</p>	<p>In my text, I can include an example of a food chain or web that my animal could be in.</p> <p><i>(Some P3 pupils will be tasked with identifying whether their animal is a producer or a consumer / predator or prey).</i></p>

## Literacy & English

### Listening & Talking

- I can watch parts of relevant nature documentaries to learn new information.
- I can ask and answer questions after watching information videos.
- I can discuss key features of different animal habitats.
- I can share some facts about an animal that I have researched.
- I can discuss some ways of best protecting animals with my peers.
- I can listen to stories and information for animals, listening for key words.

### Reading

- I can listen to stories about animals and take part in follow up discussions and activities.
- I can sequence stories I have listened to.

### Writing

- I can contribute to creating a class collection of animals from around the world.
- I can write down some facts about various animals.
- I can take simple notes on a subject.
- I can write about my favourite animal.
- I can write a story about an animal.
- I can create a fact file about an animal, using the notes I have taken. I can use subheadings to structure my fact file.
- I can create a persuasive text about protecting an endangered animal.
- I can create a text to share ways of looking after the environment.

## Primary 1/2/3 Topic

Term 1 - August 2025

# Animal Kingdom



### Science

- I can investigate living and non-living things and use this to explore animals that are now extinct or endangered.
- I can explain the difference between living and non-living animals and can give examples.
- I can discuss reasons animals are becoming endangered, exploring news items to help inform my learning.
- I can use criteria to sort animals into relevant categories.
- I can create my own criteria for sorting animals.
- I can investigate food chains, understanding that there is a flow of energy.
- I can create a simple food chain.
- I have a basic understanding that the sun provides energy to plants, which form the start of any food chain or web.
- I am beginning to understand what is meant by energy and where energy can come from,

## Social Studies

- I can suggest ways to protect endangered animals.
- I can suggest and share ways of looking after the environment, so that animals and nature benefit.

### Technologies

- I can make a junk model animal.
- I can use digital technologies to research animal habitats.
- I can discuss the impact on animal habitats due to human consumption of certain materials.
- I can identify ways in which energy can be saved.
- I can select appropriate materials to create a model of an animal habitat of my choice.

### Expressive Arts

- I can use recycled materials to create an image / model of an animal.
- I engage in role play within the classroom exploring animal movements, habitats, and place in our daily lives.
- I enjoy using various media and art techniques to create my own pieces of art that accompany my learning,

### Numeracy

- I can use Carroll and Venn diagrams, amongst others, to sort living things.
- I can create simple graphs and charts based on class research.