

WOODLAND LIVING THINGS UNIT LEVEL C			
ATTAINMENT TARGETS	LEARNING OUTCOMES	ACTIVITIES	USEFUL RESOURCES/CONTACTS
<p>Linked to Renfrewshire Science unit LIVING THINGS LEVEL C for Primary 5</p> <p>Describe the main distinguishing features of the major groups of flowering and non flowering plants (D)</p> <p>Describe the broad functions of the main parts of flowering plants (C)</p> <p>Name the life processes common to humans and other animals (C)</p> <p>Explain how living things and the environment can be protected and give examples (C)</p> <p>Give examples of living things that are rare or extinct (C)</p>	<p>To understand that plants can be divided into two main groups - flowering and non flowering. Flowering plants have leaves with either parallel or branching veins - give specific reference to woodland plants</p> <p>To know the function of the trunk, branches, leaves, roots and flowers of trees</p> <p>To know the basic characteristics of humans and other animals are that they feed, move, breathe, reproduce and excrete waste</p> <p>To know that woodland/forest animals and plants need to be protected and without protection and management they may become extinct or over run the forest and damage it</p>	<p>Set up a display of branches from different types of trees including broadleaf and conifers - discuss what they know about trees already</p> <p>Plan a woodland visit - do a survey and draw examples of non flowering plants - mosses, fungi, lichen, liverwort (or bring samples into the class to sort into groups and draw)</p> <p>Collect samples of leaves and seeds from different broadleaf trees, needles and cones from conifers - use keys to identify the trees. Examine the broad leaves - look at the leaf veins and draw the patterns</p> <p>Look at the seeds from different trees and discuss life cycles and dispersal - choose one type of tree e.g. Oak, to draw an illustrated flow chart of its life cycle</p> <p>Look at and draw cones from several conifers - Spruce, Fir, Pine. Discuss how these seeds are not from flowers and that conifers are non flowering plants</p> <p>Examine grasses and flowers e.g. Bluebells, Celendine, Herb Robert that are growing on the woodland floor - what do they notice about the veins on the leaves? - sort into those with parallel veins and those with branching veins - use keys to name species</p> <p>Worksheet "Parts of a tree" - also ref. to "The Living Forest" leaflet</p> <p>Individuals or pairs research the life of one type of woodland animal under the headings habitat, movement, food and life cycle - discuss what it means to be alive and compare differences between animals and plants (e.g. fox, squirrel, badger, Roe deer, hedgehog, Tawny owl, Sparrowhawk, grass snake)</p> <p>Discuss the meanings of "<i>protected, extinct and endangered</i>" species</p> <p>Discuss ways in which woods/forests are managed to ensure sustainability of wood and regrowth of new trees - see booklet on "Scotland's Trees, Woods and Forests" - brainstorm ideas/make a chart entitled "Caring for our Forests"</p> <p>Consider how a wide range of habitats are maintained within the forests for plants and animals. Worksheet "Woodland habitat". "The Forest Home" leaflet is useful</p> <p>Research work on specific species that are protected e.g. Red Squirrels, Sparrowhawks, Scottish Wildcats. "Conservation in Forests" leaflet is helpful. Design posters or fact files to present information to the class</p>	<p>USEFUL BOOKS / PUBLICATIONS:</p> <p>"Scotland's trees, woods and forests" (Forestry Commission Scotland)</p> <p>"Forests for Scotland" The Scottish Forestry Strategy Scottish Executive publication No. SE/2000/199 (Forestry Commission Scotland)</p> <p>FORESTRY COMMISSION CONTACT:</p> <p>Sally York FC Environmental Education Advisor Forestry Commission 231 Corstorphine Road Edinburgh EH12 7AT Tel: 0131 314 6458 E-mail: sally.york@forestry.gsi.gov.uk</p>
<p>SKILLS Preparing for the tasks, carrying out the tasks, reviewing and reporting on tasks</p> <p>DEVELOPING INFORMED ATTITUDES Awareness of animal / plant conservation issues and their role in supporting the protection of habitats for the future</p>		<p>ASSESSMENTS Hard copy evidence of flow charts, posters, reports, drawings</p> <p>Observation and discussion of their ability to use keys, sort and identify differences in plants</p> <p>Specific assessment worksheet linked to this unit's work</p>	