



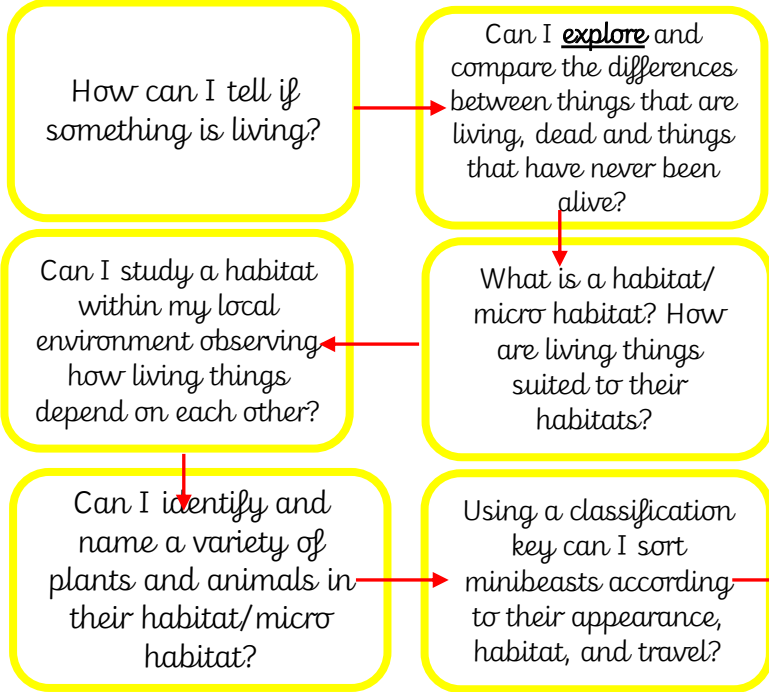
Critique Creatures



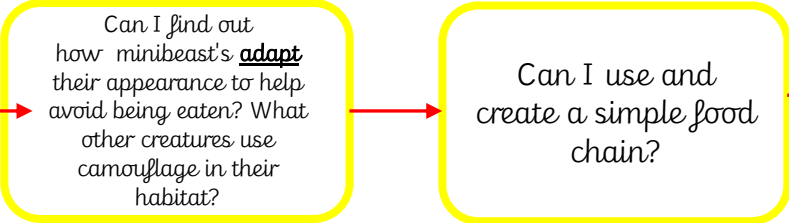
Entry Task
We're going on a bug hunt! In groups, children explore the school grounds in search of common minibeasts, recording their findings for later analysis.

What to revisit?
Science: Y1 Name common animals and describe their structure; including fish, amphibians, reptiles, birds and mammals. Carnivores, herbivores and omnivores. camouflage Y2: stage of growth: Butterfly
Year 1 Art: investigated different types of line, drawn animal print by using pattern

Big Question
How do things change, adapt and improve?



Threads
Exploration, reflection, adaptation



Celebration/Evaluation
Invite our community into school for an exhibition/celebration of our artwork and an information session on different species.

Key Vocabulary
As a scientist, I will use... habitat, microhabitat, shelter, energy, food chain, source, environment, depend, living, alive, dead, non-living, needs, plant, animal, healthy
As an artist, I will use observational drawing, critique, refine, Cath Hodsman, preference, colour, sketchbook, join, glue, tape, staple, tie, tone

Curriculum Passport Challenge
Critter Encounter! Experience holding a tarantula, giant snail or cockroach... If you're feeling brave enough!

DRIVER SUBJECTS ARE SCIENCE AND ART