



Outdoor Learning Knowledge Organiser

Year group: 5	Topic: Animals and habitats	Becoming Natural Scientists and Studying Food Chains
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Key Question: What invertebrates are present in our school?
How is energy transformed and transferred as it flows through the food chain?

What key knowledge will I have by the end of this journey?
Observing and identifying species using classification tables
Recording information and working systematically
Present data in order to answer key question.
Identify species in a local environment to create a food chain.

Key Vocabulary:
Invertebrate, insects, annelids, crustaceans, molluscs, specimen, investigation, environment, identify, classification, comparison, arachnid, myriapod, insect,
Consumer, producer, prey, predator, primary, secondary, tertiary, decomposer

What we saw (species)	Where we saw it (microhabitat)	How many we saw (abundance)	Type of invertebrate (classification)	What it looked like (description/drawing)
Ladybird	On a bush	1	insect	red with black spots
woodlice	Under a log	1	Crustacean	grey segments
spider	Under a log	1	arachnid	black hairy
earthworm	Under a log	1	annelid	segmented pink
millipede	On the soil	1	myriapod	segmented black
slug	On a log	3	mollusc	brown slug

Links to National Curriculum – Science
making systematic and careful observations
recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table

explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

construct and interpret a variety of food chains, identifying producers, predators and prey

My outcome will be
To make observations, as a natural scientist would, recording data and reporting findings.

To present a food chain to show where energy is transferred.

What key skills will I have by the end of this journey?

I can answer the questions in a key by looking closely at invertebrates.

I can use a key to name the invertebrates I have found.

I can identify invertebrates by looking at their characteristics.

I can identify living things and design a food chain, using key vocabulary



Links to previous and future learning			
<p>In Year 3 To understand how an animal adapts to an environment. To understand what is needed for a suitable habitat. To understand what living thing depends on in order to survive.</p>	<p>In year 4 To understand how to classify information about wildlife using a classification key. To support local habitats by making bird feeders and seed bombs.</p>		<p>In year 6 To identify threats to different living things and to suggest ways to prevent a negative impact on species. To design and make a Hedgehog House in order to support the species.</p>