



## Understanding my environment

### Suggested Participants p3–6

Understanding the environment and the creatures we share it with links into citizenship, health and wellbeing and science and natural craft is a great way to explore new materials and produce items to sell in enterprising activities. Many of the materials can be sourced in the school grounds or nearby and the collection of the materials can be part of the activity. There are a wide range of materials like sticks, cones, stones and bark that can be utilised but try not to pick living material and leave no trace after your visit.

#### What this pack contains:

- All the resources to undertake the 'Understanding my environment' activity with your class.
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes.
- Learning for Sustainability links.
- Lesson plan.
- Suggested additional activities.

#### Learning Outcomes

- We are learning to appreciate our environment
- We are learning about the properties of natural materials.

#### Success Criteria

- I can observe and capture the detail seen in natural items like cones and bark.
- I can describe visual elements in my work.
- I can share information about my local area.

#### Experiences and Outcomes

- **EXA 1-05a / EXA 2-05a** Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.
- **SCN 1-01a** I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.
- **SCN 2-01a** I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.
- **SOC 1-08a** I can consider ways of looking after my school or community and can encourage others to care for their environment.
- **SOC 2-08a** I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way.

#### Learning for Sustainability

- **Goal 4** Quality education: achieve literacy and numeracy.
- **Goal 11** Sustainable cities and communities: Strengthen efforts to protect and safeguard the world's cultural and natural heritage.



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### Lesson Plan

#### Introduction

- Share/discuss the learning intentions and success criteria.
- Find out more about nature and materials in your school grounds/local area with the links in our '[Understanding the environment resource](#)'. Go on a walk, take pictures and try some of the activities in the pack.

#### Suggested discussion points

- What natural materials might you find in the playground?
- Is anything being done locally to help look after the environment?
- What could we do as individuals?
- Are there any ways in which the school grounds could be improved for wildlife?

#### Learning

- **Art and design:** The ability to work with natural materials. The ability to follow a design brief using natural materials.
- **Science:** The ability to classify living things. The ability to construct and use simple branched keys. The ability to describes how energy flows between plants and animals.

#### Additional tasks

- Carry out a [Flower-Insect Timed \(FIT\) Count](#) in school. Spend ten minutes watching flowers and insects in good weather! This simple survey collects data on the total number of insects that visit a particular flower, ideally chosen from our list of 14 target flowers. FIT Counts can be done anywhere, including gardens and parks, in warm, dry weather during daylight hours from 1 April to 30 September.

#### More information

- You can find maps, data, resources and useful links about Scotland's environment for use in the classroom at [Scotland's Environment](#).

#### Social media

Please tag [therhet.bsky.social \(Bluesky\)](#) or [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments.