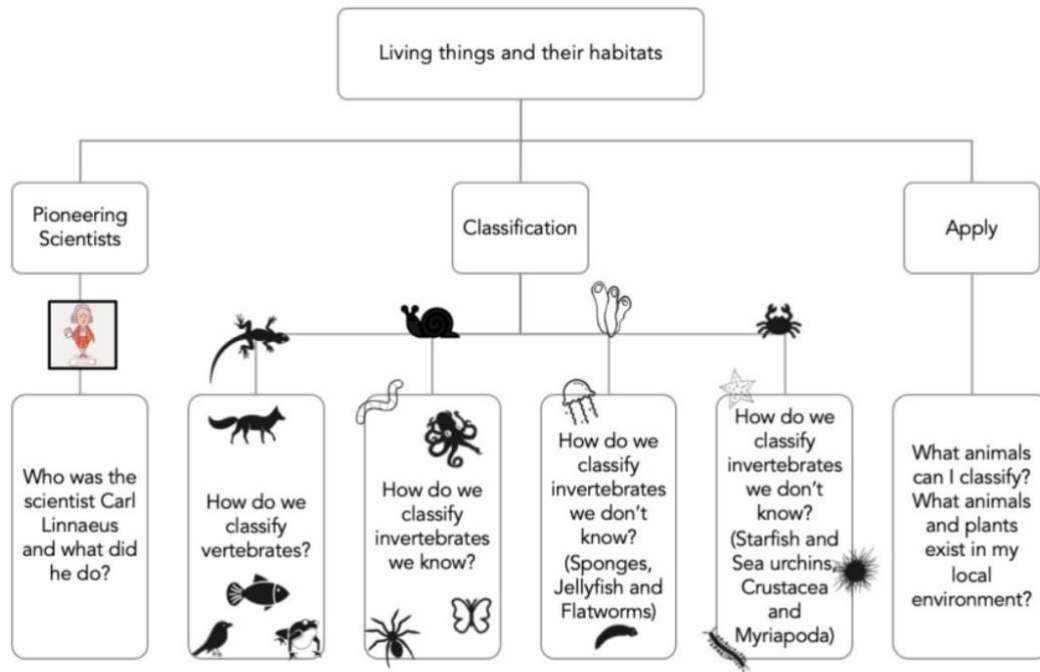


# The 'big picture' approach

As a school we use a 'big picture' approach that provides an overview of what will be taught. An example can be found below.

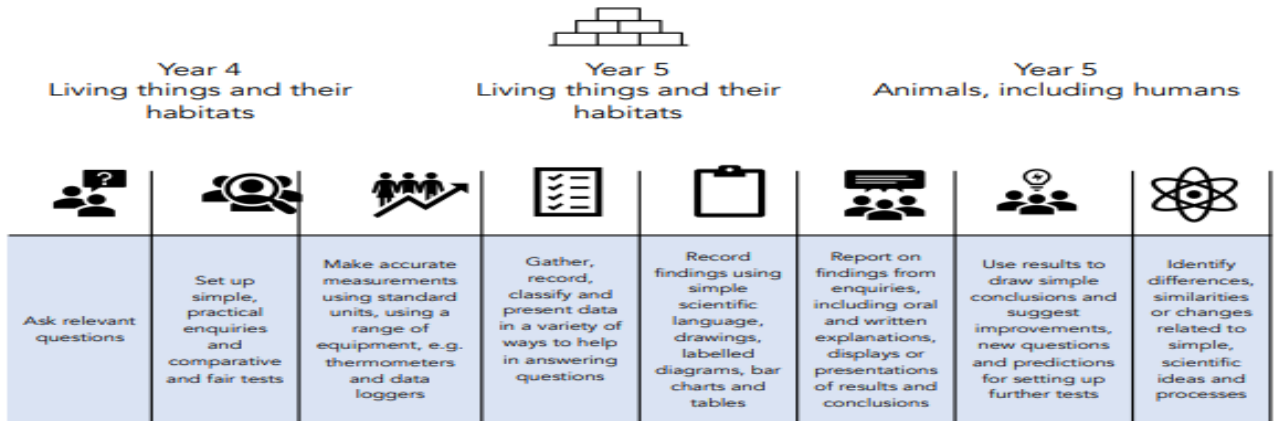


Overviews for each area of learning are provided to ensure that it is clear what children will be taught, how this links to their previous learning and any potential misconceptions that children might develop. The diagram below shows how we plan sessions and take into account the possible errors children may make.

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

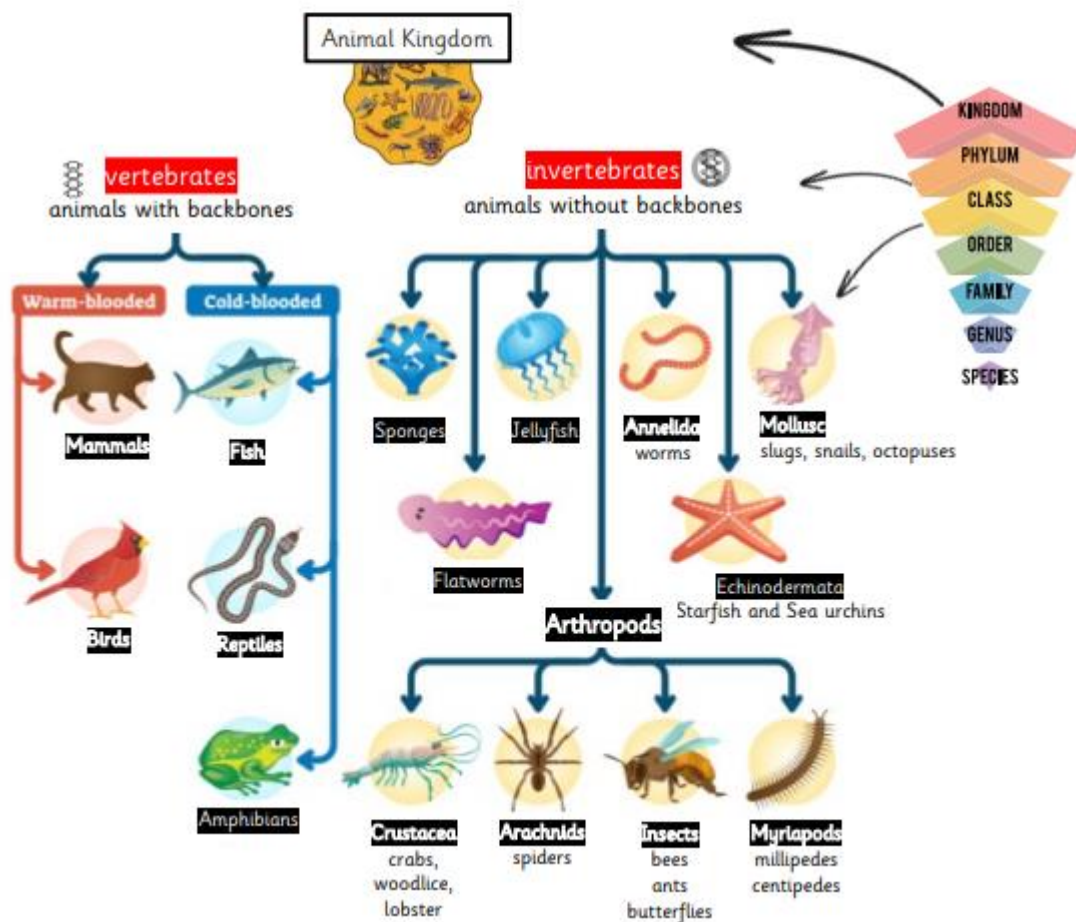
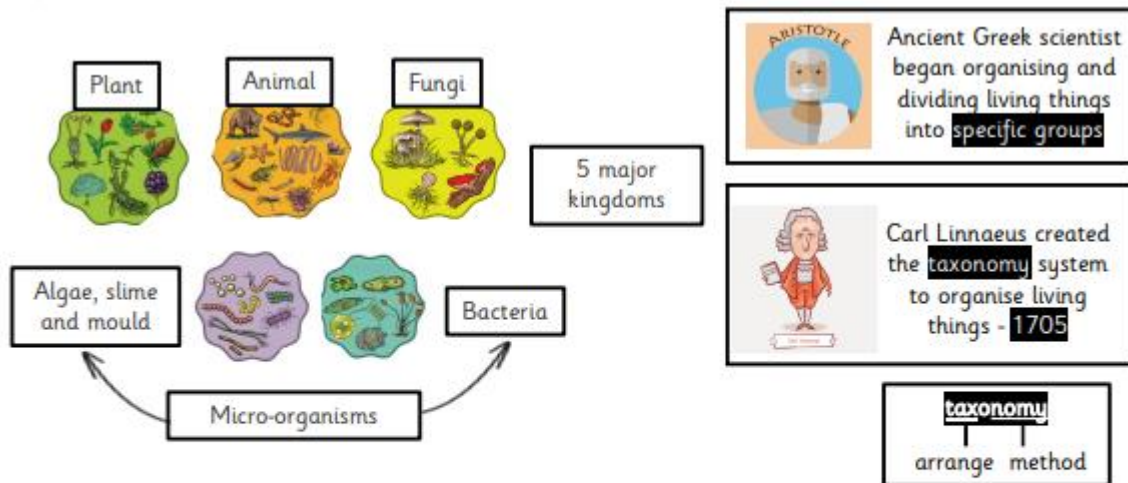
**Previous learning – Curriculum Narrative**



**Misconceptions** – learning traps pupils can fall into

<b>✗ Not true</b>	<b>Teach this ✓</b>
Seaweed is a plant.	Seaweed is an algae. It isn't a plant because it doesn't have roots, stems or leaves to transport water or nutrients.
Mushrooms are plants.	Mushrooms are fungi. They are not plants because they don't make their own food.
There is only an animal and plant kingdom.	There are 5 major kingdoms – animal, plant, fungi, algae and bacteria.
Slugs and snails are the only molluscs.	Octopuses, squid, mussels, oysters and clams are also molluscs.

Children are provided with knowledge organisers at the start of their learning. In the knowledge organiser key vocabulary is highlighted and pictorial representation is used as a form of dual coding. The knowledge organisers are done in a way that ensures that all children can access them.



Within a lesson children are given knowledge notes. The aim is for the knowledge note to reduce the load on the working memory as all essential information is kept in one place. Vocabulary is clearly identified and the key knowledge is supported by icons.

