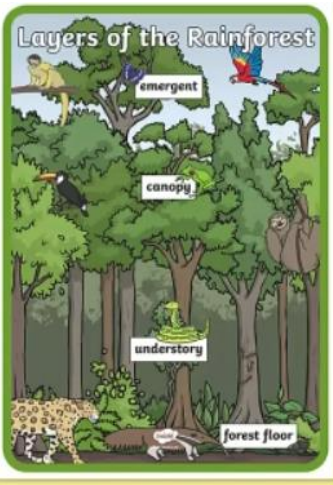
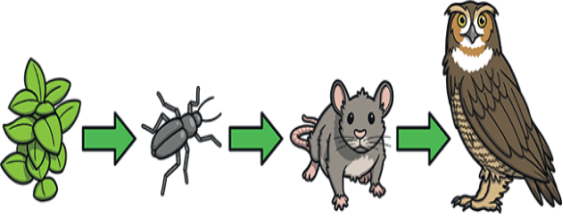


# Year 3: Science The Environment Knowledge Mat

Subject Specific Vocabulary		Rainforest	Important knowledge
<b>diversity</b>	The word used to describe differences in the natural world.	 <p>The diagram shows a cross-section of a rainforest with four layers labeled: emergent (top), canopy (middle), understory (lower middle), and forest floor (bottom). Various animals are shown in their respective layers: a toucan in the canopy, a sloth in the understory, and a jaguar on the forest floor.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know the names of mini-beasts that I would expect to find in my local area: woodlouse, stag beetle, common wasp, bumble bee, honey bee, red admiral butterfly</li> <li><input type="checkbox"/> I know the names of birds that I would expect to find in my local area: wood-pigeon; magpie; black headed gull; blackbird; thrush; jay; sparrow; pied-wagtail.</li> <li><input type="checkbox"/> I know the names of mammals that I would expect to find in my local area: hedgehog; grey squirrel; hare; badger; mole.</li> <li><input type="checkbox"/> I know that diversity should be encouraged in all environments.</li> <li><input type="checkbox"/> I know that if one animal in a food chain becomes extinct then there is a negative effect on the other animals within that food chain.</li> <li><input type="checkbox"/> I know that rising sea levels have a negative impact on the planet and will result in land loss and extinction.</li> </ul>
<b>mini-beasts</b>	The name given to small creatures.		
<b>ancient woodland</b>	Woodland that has existed in the UK since 1600.		
<b>endangered species</b>	A species of animal or plant that is at risk of extinction.		
<b>extinction</b>	The dying out or disappearance of a species from earth.		
		<b>Food Chain</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can talk about how I have grouped the animals that I found in the local area.</li> <li><input type="checkbox"/> I can use a simple key to show if the animals I found travel on air or on land; have 2 legs or 6 legs or live in rocks or on a tree.</li> <li><input type="checkbox"/> I can use an iPad or secondary source to find the names of at-risk animals.</li> <li><input type="checkbox"/> I can use simple keys to sort animals found in the Serengeti using questions that have a 'yes' or 'no' answer.</li> <li><input type="checkbox"/> I can make some accurate whole number measurements using standard measures (mm, cm).</li> <li><input type="checkbox"/> I can correctly use the equipment that I have been given to set up a test</li> <li><input type="checkbox"/> I can describe the changes that I see happening in my investigation.</li> </ul>
<b>rainforest</b>	The word for a forest of broad-leaved evergreen trees that receives a high volume of rain each year.		
<b>at risk</b>	A species that is 'at risk' has reduced numbers in the wild.	 <p>The diagram shows a linear food chain: a plant (producer) → a beetle (primary consumer) → a mouse (secondary consumer) → an owl (tertiary consumer). Green arrows indicate the flow of energy from left to right.</p>	
<b>food chain</b>	The order that living things depend on each other for food.		
<b>sea level</b>	The usual height of the ocean.		
<b>Arctic/ Antarctic</b>	The coldest regions of the planet, located at the North Pole and the South Pole.		