

Session Outline

Wales KS2 Living Things and their Habitat

National Curriculum links: **Communication;** Search for, access and select relevant scientific information, from a range of sources.
Interdependence of Organisms; Identification, nutrition, life cycles, place in environments, Study the environmental factors that affect what grows and lives in those environments

Learning objectives	Session structure	Assessment for learning
<p>Investigate the different plants and animals in a habitat.</p> <p>Lower KS2 Recognise that living things can be grouped in a variety of ways.</p> <p>Create food chains using the creatures they have found.</p> <p>Upper KS2 Classify a range of creatures and reason why they belong to a particular group.</p> <p>Identify how animals and plants are adapted to suit their environment.</p> <p>Describe the life cycle of an animal found.</p>	<p>Introduction Discussion of different types of habitats, which animals live there and how they are adapted to where they live.</p> <p>Session activities The children will explore the reserve habitats for a variety of plants and animals. They will discuss ways in which living organisms can be classified – using keys and charts to identify what they have found. Using simple equipment, the children will test the non-living parts of a habitat, such as temperature and light and record their findings.</p> <p>Options: we can construct simple food chains using the minibeasts we've found, identifying herbivores, carnivores and omnivores</p> <p>Or: discover the different stages of the life cycle of an animal living in this habitat and consider how each stage of the lifecycle is adapted for survival.</p> <p>Plenary activity We will provide opportunities for children to reflect on and review their learning throughout the session using a combination of questioning techniques, physical activities, games and facilitated discussions.</p>	<p>We will use games and activities to encourage children to reflect on their learning and enjoyment of the day.</p> <p>Children will be given the opportunity to give feedback in a variety of ways.</p>
Before your visit	After your visit	Key vocabulary
<p>Use the PowerPoint presentation on the website to introduce the visit with your class.</p> <p>Investigate adaptations of different creatures e.g. polar bear, camel etc.</p>	<p>Create an ID chart using images of the creatures that you found on your visit – could be a classroom display.</p> <p>Have a bioblitz of your school grounds or nearby park to see how many different creatures you can find, identify and classify and take part in our Wild Challenge https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/</p>	<p>Habitat, food chain, keys, herbivore, carnivore, omnivore, producers, consumers, adaptation, classification, prediction, life cycle, investigation, flowering, non-flowering</p>

