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| **Year Group - 3 and 4. Habitat Investigation** | | **Date – Term One** | |
| **Curriculum Links** | Sc4/1.3    making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  Sc4/1.4    gathering, recording, classifying and presenting data in a variety of ways to help in answering question  Sc3/2.1a    identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  Sc4/2.1a    recognise that living things can be grouped in a variety of ways  Sc4/2.1b     explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Sc4/2.1c    recognise that environments can change and that this can sometimes pose dangers to living things. | | |
| **Session Procedures** | **Before** - Check for rubbish, glass, hazards. Check weather forecast  **During –** Wear Hi-Viz jacket. Road safety to get to the park  **After** – clear everything away and return any natural objects to their original place  **Wash hands** | * Wash hands after touching outside objects * Remind the children about how sharp some sticks can be and to be careful of brambles and stinging nettles. * Remind children to be careful not to let the sticks fly out of their hands and go in someone else’s eye. * Gloves must be worn for both litter picking and gardening * The school grounds are our classroom and must be treated with respect. | **Equipment**  ID sheets  Magnify glass  Ruler  Tape measure  Notebook/sheet  Map |
| **Introduction and Activity Opportunities** | **Indoors -** Remind children that we are following in Darwin’s footsteps.  Watch Live and Deadly clip with Steve Backshaw - <http://www.bbc.co.uk/schools/teachers/livendeadly/lesson2_habitat_investigation.shtml>  **Starter activity – Adaptation Cards –** match up the cards to their animals – home, food, movement, eating… <http://www.bbc.co.uk/schools/teachers/livendeadly/lesson3_new_animal_discovery.shtml>  **Main Activity – Habitat Investigation.**  Think about how many invertibrates we found under the ground last week. In any given area there are lots of micro-habitats and living things there.   * Allocate each team an area of the map to investigate * Teams go to their area and identify all the possible habitats and see if they can find any living things there. * Mark on the map all the possible habitats. * Talk about and create possible symbols for each of the different habitats to add to the map. | **Vocabulary**  Habitat  Hedge  Survey  Woodland  Grassland |
| **Plenary** | * Share our findings – what did we find and what do we think might live there? * Make the ‘Habitat’ |