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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 loggersSc4/1.4    gathering, recording, classifying and presenting data in a variety of ways to help in answering questionSc3/2.1a    identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowersSc4/2.1a    recognise that living things can be grouped in a variety of waysSc4/2.1b     explore and use classification keys to help group, identify and name a variety of living things in their local and wider environmentSc4/2.1c    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 sheetsMagnify glassRulerTape measureNotebook/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**HabitatHedgeSurveyWoodlandGrassland |
| **Plenary** | * Share our findings – what did we find and what do we think might live there?
* Make the ‘Habitat’
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