CURRICULUM CONTENT

- I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0-01a
- I am learning about where living things come from and about how they grow, develop, and are nurtured. HWB 0-50a / HWB 1-50a
- I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b
- As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a
- EXA…. Map drawing?

Flipped learning

What is a habitat? Watch some of these clips to learn what a habitat is.

In school Learning

What is a habitat? Watch some of these clips to learn what a habitat is.

Habitats in the wild What is a Habitat

Outside

Walk around your school grounds and or local spaces and make a list of different habitats, e.g. hedges, short grass, long grass, logs, water, bushes, trees.

Draw a map of where they are and what characteristics they have; wet, dry, sunny, shady, soil, rocks, plants.

Ask each pupil to pick a habitat and get them to draw and label what they can see, what living things can they find? Go on a mini beast hunt. Use the lens and bug pots to record minibeasts and try to identify them using the identification cards. Look at this video for some ideas about handling habitats. Exploring micro habitats

If you have trees in your area look at these, as they are a tremendous habitat.

- use a tree guide to identify the tree. Tree Guide
- how tall is it? How tall is that tree
- how old is it? How old is that tree
- what can you find living in the branches?
- draw a map of your school grounds to show all the trees

Which habitat do woodlice prefer?

carefully collect some would lice and place them in a tray that has been carefully segmented into four areas

- Dark and dry. Cover this area with black paper wrinkled up so woodlice can get underneath
- Dark and damp. The same as above but use wet paper
- Bright and dry. Cover with dry white paper
- Bright and damp. Cover with wet white paper

After 20 to 30 minutes count and record how many woodlice are in each area. Encourage pupils to use tally marks to record the data. They could display their findings on a bar chart or pie chart. Carefully return the woodlice to their own habitat.

Out of School Learning

At home or in the community

Look around your garden or local outdoor area and see how many different habitats you can find. Choose one and make a map of it. What makes it different to the other areas? What can you find living in it? Don't forget to include plants as well as animals. A habitat has to provide food water and shelter for your living thing do you think this is a good habitat.

Choose one of the living things in your habitat and either take a picture of it or draw it. Try and find out more about your living thing.

You could make a habitat in your garden. If you look at these videos, they will give you some ideas. Choose one and have a go.

Make a Habitat Heap Make a pond Make a wormery

Not all habitats are on a small scale, look at this clip to see much larger habitats. Different Habitats

Select one of the macro habitats, Research which animals you could find in it and make a model of it using a shoe box or something similar.

Then for a different macro habitat plan and write a story about it. Try to imagine what their life would be like, what would be easy and what would be hard?

Online learning

Make a list of macro habitats such as forest, desert, sea.

Under each habitat can you think about what they would be like, what are the characteristics? Use ideas such as feel, see, hear, weather, temperature.

Can suggest animals that might live in each area.

Now choose a macro habitat to research, work online through OneNote alone or collaboratively and report back to class.

Learning at School Outdoors

Experience and Outcomes • I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0-01a • I am learning about where living things come from and about how they grow, develop, and are nurtured. HWB 0-50a / HWB 1-50a Learning Outcome • Pupils will be able to describe a habitat and list some of the living things they found in that habitat • Pupils will be able to describe how different living things are found in different habitats	Resources **Activity 1 Exploring Habitats** • Pencil, paper, and clipboards • Hand lenses and bug pots • Identification guides • Possibly a camera **Activity 2 Woodlice habitats** • A Tray that has been divided into 4 connected compartments • Paper (Black and white, wet and dry)
Activity **Activity 1 Exploring Habitats** • Walk around your outside space and identify different types of habitat • Allocate a small group to each habitat • Each group draws a plan of the habitat and lists its characteristics (eg wet, dry, sunny, shady) • Carefully look for living things and use the guides to identify them. This should include plants. • Record your results. Photograph if you have a camera. • Compare the types of living things found in different habitats. **Activity2** • Carefully collect some woodlice (look under stones etc) and place in the tray • Section 1 – add dry crumpled black paper to cover the section • Section 2 – Wet black paper • Section 3 – Use dry white paper • Section 4 – Use wet white paper • After 20-30 minutes count the number of woodlice in each area, then carefully return them to their own habitat • Describe what type of habitat woodlice prefer.	Assessment Teacher assessment of pupil suggestions at end of Activity 1 and Activity 2. Extension – Look at a habitat that hasn't been surveyed and get pupils to suggest what they expect to find there. Follow Up Activity/Homework: Research a habitat such as desserts, water, forests and find out which species live there.

CURRICULUM CONTENT

In school Learning

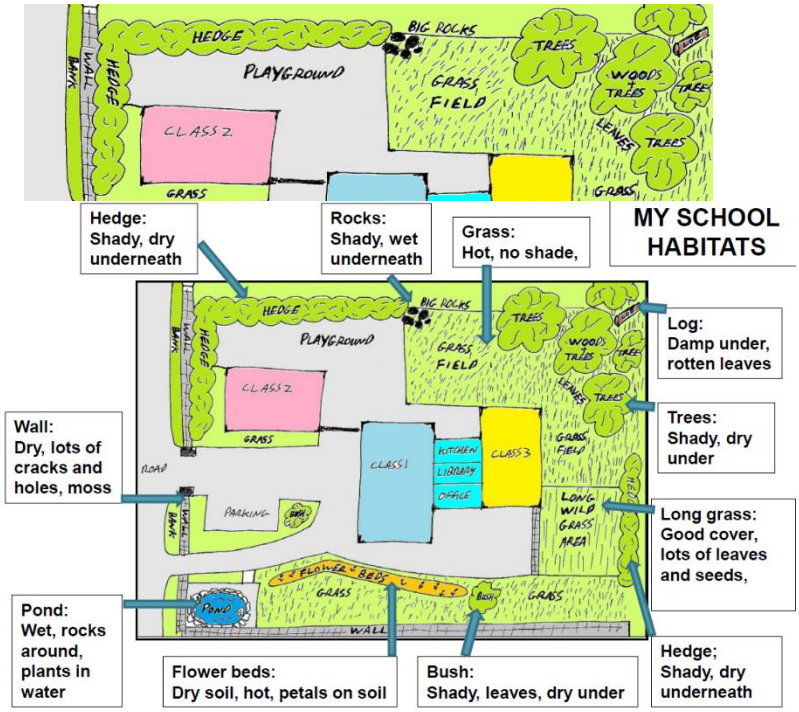
1. What is a habitat?

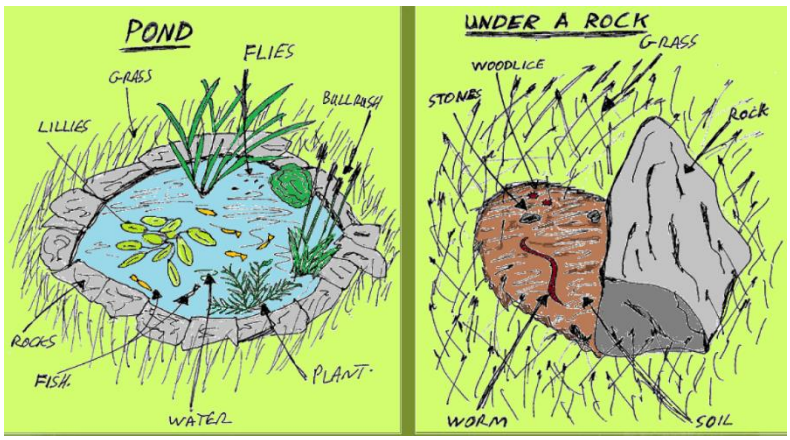
Habitats are places where animals and plants live. The plants and animals - including humans - in a habitat need each other to survive.

Habitats are homes

Ask the pupils what they think the word 'habitat' means. A habitat is a home to living things. Ask pairs or groups of pupils to think about what types of places they think are habitats and to share their ideas with the class.
Humans are animals too - what type of habitat do the pupils think they live in? Their town or village, house and bedroom could all be habitats of different scales. Many pupils assume that habitats have to be natural places - such as woods or ponds - but even a classroom can be a habitat.

Watch some of these clips to learn what a habitat is.
Habitats in the wild What is a Habitat
Get pupils to think about different areas of your outside space and what makes them different. Are they wet or dry, sunny or shady, natural or man-made?
Talk to them about how they could record the habitats by drawing a map of them. Here are some examples.





When they are sure what a habitat is take them outside and carry out the outside lessons
(Walk around your school grounds and or local spaces and make a list of different habitats, e.g. hedges, short grass, long grass, logs, water, bushes, trees. Draw a map of where they are and what characteristics they have wet dry sunny shady soil rocks plants. Identify what is living in each habitat)
We have collected together some identification guides as well as a PowerPoint to introduce habitats on The LOST website here.

2. Macro Habitats
Having looked at habitats within your space look at larger habitats such as forest, desserts, snow, sea and mountains. Think about how the conditions vary in each of these habitats. What animals would be found in each of them. Get groups to research each habitat and present back to the class what they have found.