



Science Lesson Plan 2

SC2: Life Processes and Living Things

Focus:- (5) Habitats: Interdependence and adaptation

Aim: To recognise the change in variety of plants and animals according to the habitat or conditions in which they thrive.
Understand that plants and animals are organisms.

Introduction: Look at own environment around school. Recognise range of habitats:- borders and beds; pond, grassy areas; ledges, shrubberies, etc.
Map these areas on to a plan of the school grounds.
Survey and record a selection of living things found in each area, and add to the map.

Resources: Ref. Material for birds, butterflies, plants
Minibeasts and habitats
Photolibrary pictures of living things
Sound clips of birds and bats
Hand lens, camera recording equipment, etc.

Teaching Notes:

- An opportunity to show or revise ways of collecting and observing minibeasts safely and carefully.
- Stress respect for living things and what to collect and what to observe at the site.
- Ensure that the children know that minibeasts are animals, and trees are plants.
- Discuss links between habitats and organisms. e.g. birds and trees; fish and ponds; minibeasts and garden.

Habitat Names:

River corridor	-	variety of aquatic life
Woodland	-	trees and plants of ancient woodland
Scrub	-	nature reclaiming industrial land
Grassland	-	old grazing meadow with flowers and insects
Steep valley slopes	-	shade loving plants and bird-life



Making a trip:

Using adult help and Friends of Golden Valley. Map showing trails and good places to stop and search.

Explain where some of the wildlife might be found.

Using your senses:

Note first impressions entering the reserve, especially sounds, smell, atmosphere, sense of coolness, light and shade, etc.

Keep a record:

Go on a habitat hunt and choose a variety to explore.

Ask the children to predict what might be found in a range of places.

Mini-habitats: - such as grassy banks, shrubby areas

Micro-habitats: - under leaves and stones.

In small groups:

Choose from a list of habitats and describe it, e.g. grassy and open; wooded and shady; damp and marshy.

Investigate each habitat, record by listing, sketching and sampling if appropriate; e.g. empty snail shells; seeds; leaves;

Use hand lens to look more closely. Look up and around.

To do later: Share experiences

Plot habitats on a map and add careful drawings/collected material to represent organisms.

Are different organisms found in different places?

Compare and discuss.

More follow-up: Using keys to identify plants and animals

Investigating organisms:- habitat preferences using ideas for fair-test; collecting evidence; presenting results; drawing conclusions.

Finding out about food chains.

Talk about protecting habitats

Answering questions (Using Friends of Golden Valley):

How to encourage more wildlife? – e.g. birds and bats.

Effect of litter on woodland and River Boyd.

How to manage the reserve for people and wildlife.

How can we help to look after it?