

**ABOUT THE UNIT**

Children learn about different habitats in the environment and that differences between places result in a different range of plants and animals. Includes experimental and investigative work.

**PLACES**

- Describe what this place is like (local/Stover)

**SKILLS**

- Develop scientific vocabulary.
- Research skills (including website).
- Recording (including tables).

**THEMES**

- Differences between habitats.
- Speculation.

**VOCABULARY**

In this unit, children are likely to use:

- names of animals and plants
- expressions to describe location eg. within, under, next

**RESOURCES**

- Stover - rangers' activities and resources - see website classroom/toilets

**PRIOR LEARNING**

It is helpful if the children have:

- understood that plants and animals are living
- used charts and books to identify things.

**EXPECTATIONS**

**at the end of this unit**

*most children will:*

recognise that different plants and animals live in the local environment and name some of them record observations in tables.

*some children will not have made so much progress and will:*

recognise that different plants and animals live in the local environment and name some of them observe a record with help in tables.

*some children will have progressed further and will also:*

suggest reasons why different plants and animals are found in the different environments.

**FUTURE LEARNING**



<b>LEARNING OBJECTIVES</b> CHILDREN SHOULD LEARN	<b>POSSIBLE TEACHING ACTIVITIES</b>	<b>LEARNING OUTCOMES</b> CHILDREN	<b>POINTS TO NOTE</b>
<b>Key Question</b> <b>Are there differences between habitats at school or locally ?</b>			
that there are differences between local habitats	<ul style="list-style-type: none"> <li>• Look at two habitats.</li> <li>Identify plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify a number of plants, animals.</li> <li>• State where found.</li> <li>• Record.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure there are examples in chosen areas.</li> <li>• Remind children not to disturb animals.</li> <li>• See QCA for safety note.</li> </ul>
<b>Key Question</b> <b>What plants and animals do you expect to find in your chosen habitat at Stover ? Choose from : lake, marsh, woodland, heath.</b>			
to make predictions about the animals and plants found in different habitats and to investigate these.	<ul style="list-style-type: none"> <li>• Make predictions about what you expect to see. (Can be done at school or Stover).</li> <li>• Visit two habitats.</li> <li>• Find out what plants and animals are there.</li> <li>• Record findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify differences.</li> </ul>	<ul style="list-style-type: none"> <li>• See QCA for safety note.</li> </ul>



<b>LEARNING OBJECTIVES</b>  CHILDREN SHOULD LEARN	<b>POSSIBLE TEACHING ACTIVITIES</b>	<b>LEARNING OUTCOMES</b>  CHILDREN	<b>POINTS TO NOTE</b>
<b>Key Question</b> <b>What are the differences between the two areas? (Follow up work).</b>			
to use their drawings and findings and to present results in tables.	<ul style="list-style-type: none"> <li>Using findings and further research eg. website to present work. (Could link with other areas).</li> </ul>	<ul style="list-style-type: none"> <li>Can identify differences between habitats and living things.</li> </ul>	
<b>Key Question</b> <b>What might be the reasons for the differences?</b>			
Use results to make comparisons and reasons for differences,.	<ul style="list-style-type: none"> <li>Presentations and discussions between groups.</li> </ul>	<ul style="list-style-type: none"> <li>Can say whether they found what they expected.</li> <li>Can suggest reasons for these differences.</li> </ul>	
<b>SAFETY –</b>			