Lesson plan - Habitats

Curriculum links
Citizenship   Key Stage 1   Unit 3:   Animals and us
Science       Key Stage 1 & 2  Unit 2B:   Plants & animals in the local environment
Science       Key Stage 1   Unit 2C:   Variation
Science       Key Stage 2   Unit 4B:   Habitats

Prior learning
Ability to distinguish between plants and animals.

Learning objectives
• That there are different kinds of plants and animals in the immediate environment.
• To observe and make a record of animals and plants found.
• To present results in a table.
• That all plants and animals have needs.
• To identify similarities and differences between environments and ways in which these affect animals and plants found there.

Lesson structure

Introduction
• Discuss children’s ideas of where animals live and why.
• Introduce the word ‘habitat’ and discuss what it means, e.g. it provides elements essential for survival; food, water, shelter.

Activity
• Ask children to name different habitats.
• Ask what animals they think would be able to live and survive in those habitats and why (Use the Mad about natural habitats leaflet for help).
• Take the children on a walk around the school.
• Observe and record the plants and animals they discover, as well as their location (draft format).

Ask children to record their findings in a table, e.g.

<table>
<thead>
<tr>
<th>What I found</th>
<th>Plant or animal</th>
<th>Where I found it/ type of habitat</th>
<th>Conditions of habitat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodlice</td>
<td>Animal</td>
<td>Under a stone</td>
<td>Dark, moist</td>
</tr>
<tr>
<td>Grass</td>
<td>plant</td>
<td>In a field</td>
<td>Light</td>
</tr>
</tbody>
</table>
Discussion: Did the children find the plants and animals they thought they would in the different types of habitats?

Extension activity
Using the list of habitats generated earlier and those found on the walk-around, group the different types together according to scale, e.g. under stone and under leaf or pond and tree.

Plenary
Ask the children to think about what would happen if some of these habitats were changed e.g. the pond drained of water:

- What would happen to the animals?
- What would happen to the plants?
- Why might people destroy habitats? - land use, mining raw materials (see our Mad about natural habitats leaflet)

Resources
Mad about natural habitats leaflet
Pens
Paper
Clipboards

Key words/vocabulary
Habitats
Species
Climate
Mining
Organic

Success criteria
Children will have identified different habitats around the school and recorded the plants and animals that live in them.