

Hedgerow Habitats - Lesson Plan

Intended Age: Foundation Phase

Focus: Knowledge & understanding of the world

Curriculum Links

Range - Myself and other living things, Myself and non-living things

Skills - exploring and experimenting, making observations and measurements and keeping records, and grouping information using ICT on some occasions, seeing links between cause and effect, making links within the different elements of Knowledge and Understanding, communicating observations and measurements, describing what they have found out and offering simple explanations, using and becoming familiar with common words and phrases for their world.

Learning Objectives:

To be able to explain the definition of a habitat
To investigate a habitat and identify different lifeforms within it

Key Vocabulary:

Habitat, Hedgerow, Home, Shelter, Warmth, Food, Predator, Insect, Animal, Plant, Margin, Spider, Millipede, Ladybird.

Introduction:

Using mini whiteboards, scrap paper, post its etc. ask children to write or draw what they think makes their own house a good home to live in.

Discuss the answers as a class and scribe key requirements eg. food, warmth, shelter.

Watch the Science Farm – Hedgerow Habitat Heroes video at www.nfuonline.com/schools.

Main Session:

Find a suitable environment to conduct a nature scavenger hunt with your class. This could be a playground, playing field, local park or as part of a farm visit. Different environments will of course give different results. You could create a list to help students gather a wider sample of results. For example using colour, letters or whether the subject is alive/dead/never alive.

Children use the 'look what I've found!' sheet to fill in as they find different animals, insects or plants. This can be done individually, as a group or answers can be given verbally to an adult depending on ability levels.

Simple equipment such as magnifying glasses, microscopes and clipboards will enhance the experience for learners and allow them to offer more in depth answers when being asked what they see.

Using plastic petri dishes is a cheap and easy option to safely hold and examine insects. It's also important to stress the need for caring for the environment and to remind children not to remove or pick live plants and to return insects where they were found.

Plenary:

Pair/Share: - Which insects did you find, Which was your favourite and why? Think about your favourite insect what do you think they were looking for when finding a place to live?

Use the 'I live in the hedgerow what do I need' resource ask children to work in groups to write or draw what each hedgerow plant or animal needs. If children need a reminder of what plants need to grow you could show the Carrot Diary video available at www.nfuonline.com/schools

Extension Activities and more ideas:

- This activity lends itself exceptionally well to being run as part of a visit to a local farm. Share the resource with the farmer ahead of time to identify areas to explore. You could show the video in advance of the trip to prime learners.