

Hedgerow Habitats - Lesson Plan

Intended Age: KS1

Subject: Science

Curriculum Links

Working Scientifically

Observing closely, using simple equipment.

Using their observations and ideas to suggest answers to questions

Identifying and classifying

Using observations and ideas to suggest answers to questions

Living things and their habitats (Year 2)

Explore and compare the differences between things that are living, dead, and things that have never been alive

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Identify and name a variety of plants and animals in their habitats, including microhabitats

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 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.