

# Session Outline

## Living Things and their Habitat (Second Level)

### Curriculum for Excellence Experiences and Outcomes: SCN 2-01a, SCN 2-02a, SCN 2-14a, SCN 2-18a

*All of our programmes encourage interdisciplinary study and support Health & Wellbeing, Numeracy and Literacy Experiences and Outcomes across learning.*

Learning objectives	Session structure	Assessment for learning
<p>Investigate the different plants and animals in a habitat.</p> <p><b>P4 – P5</b></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Create food chains using the creatures they have found</p> <p><b>P6 – P7</b></p> <p>Classify a range of creatures and reason why they belong to a particular group</p> <p>Identify how animals and plants are adapted to suit their environment</p> <p>Describe the life cycle of an animal found</p>	<p><b>Introduction</b></p> <p>Discussion of different types of habitats, which animals live there and how they are adapted to where they live.</p> <p><b>Session Activities</b></p> <p>The children will explore the reserve habitats for a variety of plants and animals. They will discuss ways in which living organisms can be classified – using keys and charts to identify what they have found. Using simple equipment, the children will test the non living parts of a habitat, such as temperature and light and record their findings.</p> <p>Options: we can focus on constructing simple food chains to share with the rest of the class, identifying herbivores, carnivores and omnivores or discover the different stages of the life cycle of an animal living in the habitat and decide how each stage of the lifecycle is adapted for survival.</p> <p><b>Plenary Activity</b></p> <p>Children will review their learning through games such as ‘predator/prey’ or an animal survival game.</p>	<p>We will use games and activities to encourage children to reflect on their learning and enjoyment of the day.</p> <p>Children will be given the opportunity to give feedback in a variety of ways.</p>
Before your visit	After your visit	Key vocabulary
<p>Use the PowerPoint presentation on the website to introduce the visit with your class.</p> <p>Investigate adaptations of different creatures e.g. polar bear, camel etc.</p>	<p>Create an ID chart using images of the creatures that you found on your visit – could be a classroom display.</p> <p>Have a bioblitz of your school grounds or nearby park to see how many different creatures you can find, identify and classify.</p> <p>Take part in RSPB Wild Challenge</p>	<p>Habitat, food chain, keys, herbivore, carnivore, omnivore, producers, consumers, adaptation, classification, prediction, life cycle, investigation, flowering, non-flowering</p>