

# Session Outline

## Wales KS2 Living Things and their Habitat

**National Curriculum links:** **Communication;** Search for, access and select relevant scientific information, from a range of sources.  
**Interdependence of Organisms;** Identification, nutrition, life cycles, place in environments, Study the environmental factors that affect what grows and lives in those environments

Learning objectives	Session structure	Assessment for learning
<p>Investigate the different plants and animals in a habitat.</p> <p><b>Lower KS2</b> Recognise that living things can be grouped in a variety of ways. Create food chains using the creatures they have found.</p> <p><b>Upper KS2</b> Classify a range of creatures and reason why they belong to a particular group. Identify how animals and plants are adapted to suit their environment. Describe the life cycle of an animal found.</p>	<p><b>Introduction</b> 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> 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. Options: we can construct simple food chains using the minibeasts we've found, identifying herbivores, carnivores and omnivores</p> <p>Or: discover the different stages of the life cycle of an animal living in this habitat and consider how each stage of the lifecycle is adapted for survival.</p> <p><b>Plenary activity</b> We will provide opportunities for children to reflect on and review their learning throughout the session using a combination of questioning techniques, physical activities, games and facilitated discussions.</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 and take part in our Wild Challenge <a href="https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/">https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/</a></p>	<p>Habitat, food chain, keys, herbivore, carnivore, omnivore, producers, consumers, adaptation, classification, prediction, life cycle, investigation, flowering, non-flowering</p>