

Habitats <i>Explore wood and pond habitats</i>	Years: KS2 Yr3-6	Total Duration: 2 hours				
NC links: SC2 Life processes and living things 2b,4b,5a,5b,5c QCA Science Unit 4B Habitats						
Intended Learning Outcomes <ul style="list-style-type: none">• Understand the term ‘habitat’ as being a place which provides organisms with conditions for life• List the resources animals need to survive – shelter, water, air and food• To identify local habitats and the micro-habitats within them• Recognise that different animals are found in different habitats• To observe conditions in a local habitat and make a record of the animals found• To use keys to identify local animals• To pose questions about organisms and the habitat where they live						
Programme Summary <p>The session gives pupils an opportunity to explore two habitats, pond and woodland, and the animals and plants that live there. Using simple keys pupils will identify their minibeast discoveries and will investigate the conditions of different areas (microhabitats) within each habitat. Children will record the animals they have found on tally sheets for each habitat.</p> Session outline <ul style="list-style-type: none">• Short introductory talk about the Ecology Centre and time for the children to look around the centre• Talk/discussion on habitats: what they are, types and requirements. Demonstration on how to pond dip and minibeast hunt and the creatures found in each habitat• Explanatory talk on how to use keys• Walk to wildlife area• Habitat work at the Wildlife Area – split into 2 groups – pond dipping (Ecology staff led) and minibeast hunting (School led)• Walk back to the centre, washing hands• Plenary - recapping of session objectives						
Previsit Preparation <p>It helps to brief the children before a visit. Talk through the activities that they will be doing and discuss key vocabulary. What is a habitat? What habitats do they know? What does an animal need from a habitat to survive? Brief adults about working with a group of children at the centre. Explain that activity instructions and equipment will be provided at the centre.</p> <p>Possible teaching ideas, ID and background information on minibeasts can be found in our pond and minibeast packs on our website.</p> <p style="text-align: center;">If you have not visited the centre before a previsit is essential.</p>						
Previsit ideas <p>Work on habitats and using keys would be of benefit. ICT research on minibeasts</p>	Post visit ideas <p>Pupils could design their own made up creature adapted to a given habitat, explaining why it has certain features Habitat hotels (adverts or models) for different minibeasts</p>					
Organisation, roles and responsibilities for led sessions <table><tr><td><i>Class teacher</i> Organise adult helpers to support the trip. Brief adult helpers and pupils. Organise the class into smaller groups, approximately five pupils with one adult helper for each. Maintain overall responsibility for class management.</td><td><i>Ecology Centre staff</i> Lead session. Introduce and discuss topic with the class. Lead class to and from the wildlife area. Support group activities.</td></tr><tr><td><i>Adult helpers/Support staff</i> Read activity instructions. Lead activities with their group.</td><td></td></tr></table>			<i>Class teacher</i> Organise adult helpers to support the trip. Brief adult helpers and pupils. Organise the class into smaller groups, approximately five pupils with one adult helper for each. Maintain overall responsibility for class management.	<i>Ecology Centre staff</i> Lead session. Introduce and discuss topic with the class. Lead class to and from the wildlife area. Support group activities.	<i>Adult helpers/Support staff</i> Read activity instructions. Lead activities with their group.	
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For any enquiries regarding your visit please contact the Ecology Centre on 020 7938 8186

