



Plants and Animals

Key Stage 1 Science Teachers' notes

This unit of work is based on **QCA Science Unit 2B 'Plants and animals in the local environment'** in which children learn about plants and animals in their immediate environment and about how differences in places close to each other result in a different range of plants and animals being found. It could be used alongside the Key Stage 2 unit on 'Variation' from this pack and also relates closely to the Key Stage 1 geography unit 'Our local wood'.

Learning Objectives Covered by this Work

- ② know that there are different kinds of plants and animals in the immediate environment
- ② know that there are differences between local habitats.
- ② make predictions about the animals and plants found in different local habitats and investigate these
- ② observe and make a record of plants and animals found in two habitats
- ② use drawings to present results and make comparisons, saying whether their predictions were supported

Before the Visit

Take a walk either around the school grounds or a non-wooded part of a local park, looking for the different plants and animals that live there. As well as identifying the easily observed species, turn over stones and lift plant pots to find woodlice, look under damp bushes or by damp walls for snails or dig up soil to find earthworms.

Record the plants and animals found in this environment at the top of the pupil worksheet. Talk with the children about what animals and plants were found and where they were found.

Ask the children to predict the plants and animals they might see on the visit to a woodland.

In the Woodland

Take a walk through part of the woodland.

Using the lower half of the pupil worksheet, record some of the plants and animals seen in the wood. The first part of this pack gives information on the animals and plants found in the Heritage Woodland being visited.

Consider the way in which although it is at first sight all much the same, the woodland environment is actually composed of a wide variety of sub-habitats, for example, dense and more open areas of woodland; areas dominated by native trees and those dominated by introduced species; clearings; rivers and streams. How many of these can you identify in the woodland you are visiting? Details of the different habitats in the woodland are provided in the 'Vegetation' section in the first part of this pack.

Follow-up Work

Create a woodland wordbank which includes a list of the plants and animals recorded in the woodland.

Compare the plants and animals recorded in the two areas. Consider the reasons why different plants and animals are found in the two areas. Were any species recorded in both areas?

Which of the two areas contains the greatest variety of plants and the greatest variety of animals? Is this what you would have expected? Produce simple bar charts to show the number of plant and animal species found in the two areas.

What factors might reduce the number of different plants and animals found in the woodland? It might seem that felling trees would have this effect but in fact controlled felling to open up the woodland canopy can actually increase the variety of species found.

Can you suggest ways in which the number of plant and animal species living in or visiting the woodland, school grounds or local park might be increased?

Extension Activity

Use reference books to find interesting facts about the plants and animals recorded in either the school grounds/park or in the woodland. Produce a fact sheet about the area and its plants and animals.



Key Stage 1 Science Pupil sheet

Plants and Animals

Fill in the two sections of this table with named pictures of the plants and animals found in the school grounds (or local park) and the woodland.

	 School grounds or park	
	 Woodland	