



What Lives Where?

Key Stage 2 Science

Teachers' notes

This unit of work is based on **QCA Science Unit 4B 'Habitats'** and builds on Science Unit 2B 'Plants and animals in the local environment' on which the Key Stage 1 science work in this pack is based.

Learning Objectives Covered by this Work

- ② Identify different types of habitat.
- ② Know that different animals are found in different habitats and that they are suited to the habitat in which they are found.
- ② Predict the animals that will be found in a habitat.
- ② Observe conditions in a local habitat and record the animals found.
- ② Know that animals are suited to the environment in which they are found.
- ② Identify the food sources of different animals.
- ② Identify the structure of a food chain in a specific habitat.

Before the Visit

Introduce children to the word 'habitat' explaining that it covers the places in which animals find shelter, food and water.

In the Woodland

Explain to the children that they are going to be woodland detectives. Although they may not see many of the animals living in the woodland, they can still find evidence of their presence.

Walk around part of the wood and ask children to suggest animals that might live there and what evidence of these might be found. This might include tracks, nests, holes in trees, burrows, fur, feathers, droppings, owl pellets and food remains.

Identify places providing shelter, water and food for the nine animals listed on the worksheet. Complete the sheet using either writing or quick

sketches.

Predict where in the woodland you might find these three invertebrates:

woodlouse

snail

butterfly

Help the children to look for and identify these invertebrates and to record the locations in which they are found. Explain that collecting animals must be done with care so that the animals are not damaged. Record the conditions in which the invertebrates are found in terms of light levels, water, soil and temperature.

Return any animals collected to their habitat and review the exercise, in particular whether the invertebrates were found where predicted and the type of conditions that each prefers.

Alternatively, try sheet Y4.12 'Blackbird' from 'get, set... Grow'.

Follow-up Work

Construct a mobile representing the different levels within the woodland at which animals live; with birds at the top; squirrels, butterflies and moths in the middle; and mice, woodlice, etc at ground level. Alternatively, label the places where various woodland animals find food, water and shelter on a large picture showing a woodland cross section.

Using secondary sources, investigate the food needs of the nine woodland animals listed on the pupil sheet. Introduce children to food chains, using the terms 'predator' and 'prey'. Using information from part one of this pack, identify predator-prey pairs for the woodland. Represent these pairs as part of a food chain using arrows.











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Pupil sheet

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Use the table to record, using either writing or quick sketches, the kind of places in the wood where these nine woodland animals find the things they need to live.

	Shelter	Water	Food
Fox 			
Squirrel 			
Bat 			
Spider 			
Centipede 			
Slug 			
Woodpecker 			
Blackbird 			
Owl 