



YEAR 1: SCIENCE

HABITATS

This resource could be used to plan an individual Science lesson or a unit of work combining Science, English, and The Arts. The suggested activities can be used in the order presented here, or they can be adapted for your teaching plan and classroom.

CURRICULUM OBJECTIVES

VIDEO

Science / Year 1 / Animals including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)

CURRICULUM CODES IN THIS TEACHER PACK

Science / Year 1 / Animals including humans

Art and design / Key Stage 1 / Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

English / Year 1 / Writing – composition / Sequencing sentences to form short narratives



ACTIVITY	RESOURCES	OBJECTIVE
<p>Activity 1: Populating Habitats</p> <p>Timeframe: 1 hour</p> <p>Watch Habitats Miniclip</p> <p>Print out a picture of several habitats (e.g. rainforest, Arctic, desert, grasslands, ocean, alpine) and ask students to brainstorm animals that might occupy each type.</p> <p>Divide students into six groups and provide each one with a habitat. Students are to use an A2 piece of paper/cardboard to draw their habitat (you might provide them with the pictures you printed for assistance), and draw animals that fit into this habitat on separate pieces of paper.</p> <p>They should then cut these animals out and paste it into their habitat to populate it. You might want to put these up in your classroom!</p>	<p>Habitat printouts</p>	<p>Science / Year 1 / Animals including humans</p>



ACTIVITY	RESOURCES	OBJECTIVE
<p>Activity 2: Wild Thing</p> <p>Timeframe: 40 minutes (allocate additional time for extension activity, if desired)</p> <p>Choose a book about an animal. Some titles you might read include:</p> <ul style="list-style-type: none"> • <i>King Kong</i> by Anthony Browne • <i>One Hungry Spider</i> by Jeannie Baker • <i>Home in the Sky</i> by Jeannie Baker <p>After you have read the book, draw (or scan if you are able to) a picture of the animal character and put it up on your whiteboard. Ask students to observe and label parts of the animal (head, arms, feet, ears, tail, hair/fur, claws, etc.) – they might come up write the parts they identify on the whiteboard.</p> <p>In pairs, ask students to discuss the differences and similarities between what that animal looks like, and what they look like. Some prompting questions might include: Does the animal have the same amount of arms/legs? Does their hair cover their whole body? Do they have feathers? Each pair should share their conclusions with the class.</p>	<p>Book about an animal</p>	<p>Science / Year 1 / Animals including humans</p>



ACTIVITY	RESOURCES	OBJECTIVE
<p>Activity 3: Write a Class Story About an Animal</p> <p>Timeframe: 1 hour</p> <p>Re-read the book you chose for the previous lesson. Following this, ask students:</p> <ul style="list-style-type: none"> Is the animal in its normal habitat? If yes, do you think it enjoys living there? If no, how do you think it feels being in a different environment? Ask students to explain their answers. How important to do you think the setting is to the story? Would the story change if it happened elsewhere? <p>Ask students to recall different animals and habitats and write these in two columns on the board. As a class, choose one animal and one habitat that you think might be an interesting combination for a story.</p> <p>Introduce/recap the narrative structure, and jointly write an orientation for your story. Ask students what events might complicate this story, and write some suggestions on the board. You might then ask students to continue to write this story independently, or continue to write this story as a joint exercise. Students independently illustrate their story.</p>	<p>Book about an animal character</p> <p>Writing books</p>	<p>Science / Year 1 / Animals including humans</p> <p>English / Year 1 / Writing – composition / Sequencing sentences to form short narratives</p>



ACTIVITY	RESOURCES	OBJECTIVE
<p>Activity 4: Your School is a Habitat</p> <p>Timeframe: 1.5 hours</p> <p>In the classroom, discuss:</p> <ul style="list-style-type: none"> • What animals might you find at school? • Are they typically big animals or small animals? • What factors might affect the types of animals you can find (e.g. availability of food, urban/rural setting, etc.)? <p>Give groups of four or five students a camera or a tablet, and explore your school's playground together, to see if you can find an animal in its habitat. Students should take photos of these when encountered.</p> <p>When you return to class, compile a list of the different animals students discovered. You should tally the amount of times each animal was found and jointly construct a picture graph of this information. Students should copy this into their workbooks.</p> <p>When time permits, print out the photos that were taken by students and display them in the classroom.</p>	<p>Tablets or camera</p> <p>Maths workbooks</p>	<p>Science / Year 1 / Animals including humans</p> <p>Art and design / Key Stage 1 / Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>



ACTIVITY	RESOURCES	OBJECTIVE
<p>Ask students:</p> <ul style="list-style-type: none"> Do animals always match the colour of their habitats? Why not? Relate this conversation to the fact that camouflage is only one type of advantage a species might have. 		



ACTIVITY	RESOURCES	OBJECTIVE
<p>Activity 6: Habitat Web</p> <p>Timeframe: 1 hour</p> <p>Explain to students that the habitat an animal lives in is important to preserve, because it contains the food and shelter it needs to survive. Using koalas as an example, explain to students that a koala needs to live in or near eucalyptus trees because it eats eucalyptus leaves. Discuss what might happen if eucalyptus trees were being cut down. How might this affect a population of koalas?</p> <p>Explain to students that these sorts of relationships need to be maintained for animals to survive.</p> <p>As a class, choose a habitat and determine examples of the following that can be found in this habitat:</p> <ul style="list-style-type: none"> • Two large mammals • Three small mammals • Five plants • Three birds • Three insects • Three inanimate parts of the habitat (e.g. mountains, snow, soil) 	<p>Cards</p> <p>String (optional)</p>	<p>Science / Year 1 / Animals including humans</p>



ACTIVITY	RESOURCES	OBJECTIVE
<p>Write the names of these animals/plants/objects on individual cards and explore how these items are related to one another. Some prompting questions you might like to ask include:</p> <ul style="list-style-type: none"> • Is there a small mammal that is eaten by a larger mammal? • Does one of the smaller mammals eat one the plants? • How do the inanimate objects affect which types of plants grow? <p>Draw lines or pin strings between the cards to show these connections.</p> <p>Introduce the sun as a part of your habitat web and ask students what role it has to play. Explain that the sun is required for plants to grow and is thus a crucial part of any habitat.</p>		

