

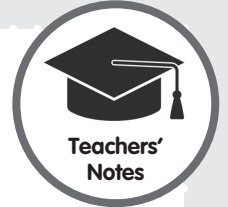


Duration: 60 minutes

## Nature detectives

Science, PSHE, citizenship and English  
(A two-lesson unit of work)

Year 2  
Years 3 & 4



### Objectives:

- To understand that the local environment (school grounds) affords a variety of habitats that meet the basic needs of a range of animals and plants, which depend on each other in an interconnected way called an ecosystem.

### Curriculum links:

**SCIENCE KS1 Y2:** Living things and their habitats: b, c, d / Animals, including humans: b

**SCIENCE KS2 Y3/Y4:** Working scientifically: d, e f

**PSHE KS1:** L3, R4, R5, R6

**PSHE KS2:** L7

**CITIZENSHIP KS1:** 2) a, e 4) b

**ENGLISH:** Spoken language years 1-6

### Resources:

- Nature detectives recording sheet
- Clip boards
- Prepared map of the school grounds
- ipads (if available)

*Animalkind* film link - Section 2: Animals' needs and feelings • Section 3: We can all be Animal Kind

## LESSON 1

### Starter activity:

- 1) If not already shown, play the *Animalkind* film section 2: Animals' needs and feelings.
- 2) Discuss with the students the needs that all animals have for food, water and shelter.
  - Explain that their school grounds could be important for the survival of many animals and that they, as nature detectives, are going to research this and will be going outside to carry this out.
  - Ask the children if they have seen signs of any birds, or other animals such as minibeasts. Show toys or pictures to represent examples of animals they might see in the school grounds.



# Animalkind Lesson Plan 10

- Explain how the animals themselves are often afraid of us so they might be difficult to see. However, it is equally important for the children to find evidence of the food the animals can eat and the places where they shelter. Discuss examples of the different habitats or micro-habitats where the animals live, such as the soil (moles, ants and worms), leaf-litter (millipedes, spiders and mice), dead wood (woodlice and other beetles), trees (birds and squirrels), plants and bushes (slugs, bees, butterflies and hedgehogs), ponds (frogs, newts, water boatmen and fish), etc.
- Explain that some animals are carnivores (they eat other animals), while others are herbivores (they eat plants). Show examples of plant foods such as seeds and leaves.

## Main activity:

- Show the children the Nature detectives sheet, explaining how they will use it to record their findings. They can use tally marks, sketches or words, depending on their ability.
- Put the children into pairs (or mixed-ability groups of three), and give each pair or group of three a clip board, pencil and Nature detectives sheet. If an assistant is available, split the class into two groups.
- Once outside, the two groups work separately but remain within view of one another.
- The children are encouraged to find out whether their grounds supply the needs of animals. They should find things like dead leaves for woodlice to eat and seeds or berries for birds. They may also see trees to shelter birds as well as logs or dead leaves to shelter minibeasts. They should look for puddles or ponds for drinking water.
- Hopefully, they will also spot birds and minibeasts. The children are encouraged to respect minibeasts, stressing the importance of not disturbing them too much and explaining how easy it is to harm them.
- Pupils record their observations on the Nature detectives sheets.
- After about 20 minutes pupils return to the classroom.

## Plenary:

- Ask students to report back on their findings.
- List on the board the sources of water and food that the children found.
- Discuss the different habitats that pupils discovered and the types of animals who live, or might live, there.
- These habitats could be marked on a map of the school grounds on the whiteboard.
- Ask pupils whether they can conclude that their school grounds are good for wildlife. Ask them if there were any things such as litter (glass bottles or plastic bags) that could harm the animals.
- Discuss what changes could be made to the school grounds to help attract animals and improve the habitats for wildlife.



# Animalkind Lesson Plan 10

- Ideas might include:
  - Providing sources of water and/or food such as a bird table/feeders
  - Creating habitats by creating a log pile or a pond
  - Putting up 'no litter' signs.
  - Making or installing shelters such as minibeast hotels, frog or toad homes, hedgehog shelters, bird nesting boxes or bat boxes.
  - Planting of bushes and flowers attractive to butterflies and bees
  - Planting of seed or berry-producing bushes and trees to attract birds

## Differentiation:

- LA: Groups supported by TAs. Alternatively, put pupils into mixed-ability groups of three.

## Resources available on the Animalkind website

- **Nature detectives survey sheet** (one copy per group)

## LESSON 2

### Starter Activity:

- Show *Animalkind* film section 3: We can all be Animal Kind.
- Discuss what Michaela said about the ways that we can care for wildlife.
- Recap on the findings of the Nature detectives survey of the school grounds carried out in the last lesson.
- Summarise on the board some of the ideas for changes that could be made to the school grounds to help attract animals.

### Main Activity:

- Organise children into the groups established in the previous lesson. Provide each with an A3-size map of the school grounds.
- Tell groups that their task is to draw up a plan, in the form of a labelled (annotated) map of the school grounds, showing how they would improve the school grounds for wildlife.
- Display the map of the school grounds produced during the plenary of the previous lesson, showing the habitats that students identified during their survey.
- Suggest to pupils that they use this as a basis to develop their own plan for improving the grounds for wildlife.



# Animalkind Lesson Plan 10

- Tell them to mark and label their improvements on their map.
- Some may wish to draw their own design for an animal shelter, such as a minibeast hotel, frog or toad abode or hedgehog home, and attach these to the plan. If they are available students could use ipads to carry out research on the internet into animal shelters and habitats.

## Plenary:

- If there is time, pupils can report back to the class on their plans for wildlife improvements to the school grounds.
- Annotated maps and diagrams can be put up on the classroom wall to create displays of pupils' plans for a wildlife-friendly school.
- Alternatively, pupils can form small groups to produce a short film presenting their ideas for transforming the school grounds.

## Differentiation:

- Provide LA groups/pupils with pre-prepared sketch map or plan based on the one of the school grounds drawn up during the plenary of the previous lesson showing the habitats that students identified during their survey.
- Alternatively, put pupils into mixed ability groups of three.
- ML and HL: Expect and suggest more elaborate annotation of diagrams and design of ancillary animal shelters and micro-habitats such as hedgehog homes and ponds and log piles, information signs for visitors, etc. Use written explanations and scientific language such as ecosystem and micro-habitat.





# Nature detectives survey sheet



Detectives' names:

## Nature Detectives

How good are your school grounds for wildlife?

Go outside to find the evidence and keep a record of what you see. You can use tally marks, sketches or words.

Shelter for minibeasts

Food for minibeasts

Water

Shelter for birds

Food for birds

Shelter for mammals

Food for mammals

Did you see any animals while you were out? If so, where were they?