# YEAR 1

| LESSON | LEARNING OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|---|
| **Lesson for Year 1**<br>Adapt lesson and edit resources as you see fit | **Option 1:**<br>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br>(Non-Stat) They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).<br>(Non-Stat) Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants.<br><br>**Option 2:**<br>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.<br>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | **Intro:**<br>**Option 1:**<br>Get the class to tell you all the names of flowers/trees they can. Draw one.<br>**Option 2:**<br>Get the class to name some animals. Try to encourage them to think of British animals. Draw one.<br>**Main:**<br>**Option 1:**<br>If possible, go for a walk around the playground as a group to identify flowers/trees. Go further afield if allowed. Use the Spotting Sheet Resource. Ask them to draw the flowers/trees they come across, making sure to draw the stem and leaf too, with the use of a magnifying glass if available.<br>Once back in the classroom, go through the flowers/trees you saw and write them underneath the name to the picture.<br>If a nature walk is not possible cut out the photos from the flowers/trees factsheets and hide them around the classroom. If possible, collect from real flowers for observation purposes. Simulate the outdoor walk but in the classroom.<br><br>**Option 2: May need to be split into 2 lessons**<br>Show children images of a range of animals including birds, fish, amphibians, reptiles, mammals and invertebrates from the factsheets provided. Ensure children become familiar with the names of these animals. - Discuss one animal in detail explaining that its features help it to survive. Eg a rabbit has fur to keep it warm. It has long front teeth to eat grass and wood and claws for digging burrows for safety. It has big ears to hear for danger.<br>Explain that we can group animals according to their features. Ask children to discuss how they might group the animals provided. Allow children to explore sorting animals and discuss how they decided to sort e.g 4 legs, wings etc. - Explain that scientists use special categories to sort animals. Teach children the words bird and mammal as two examples of animal groups. Give lots of examples of each, explaining why they are a mammal or a bird. Use the British bird and British mammal factsheet, cut out the photos, or allow the children to. Children to record their sorting with Animal Groups Resource. Sticking the animals in relevant categories. | British Nature Factsheets<br>Spotting sheet resource<br><br>Animal groupings Resource |

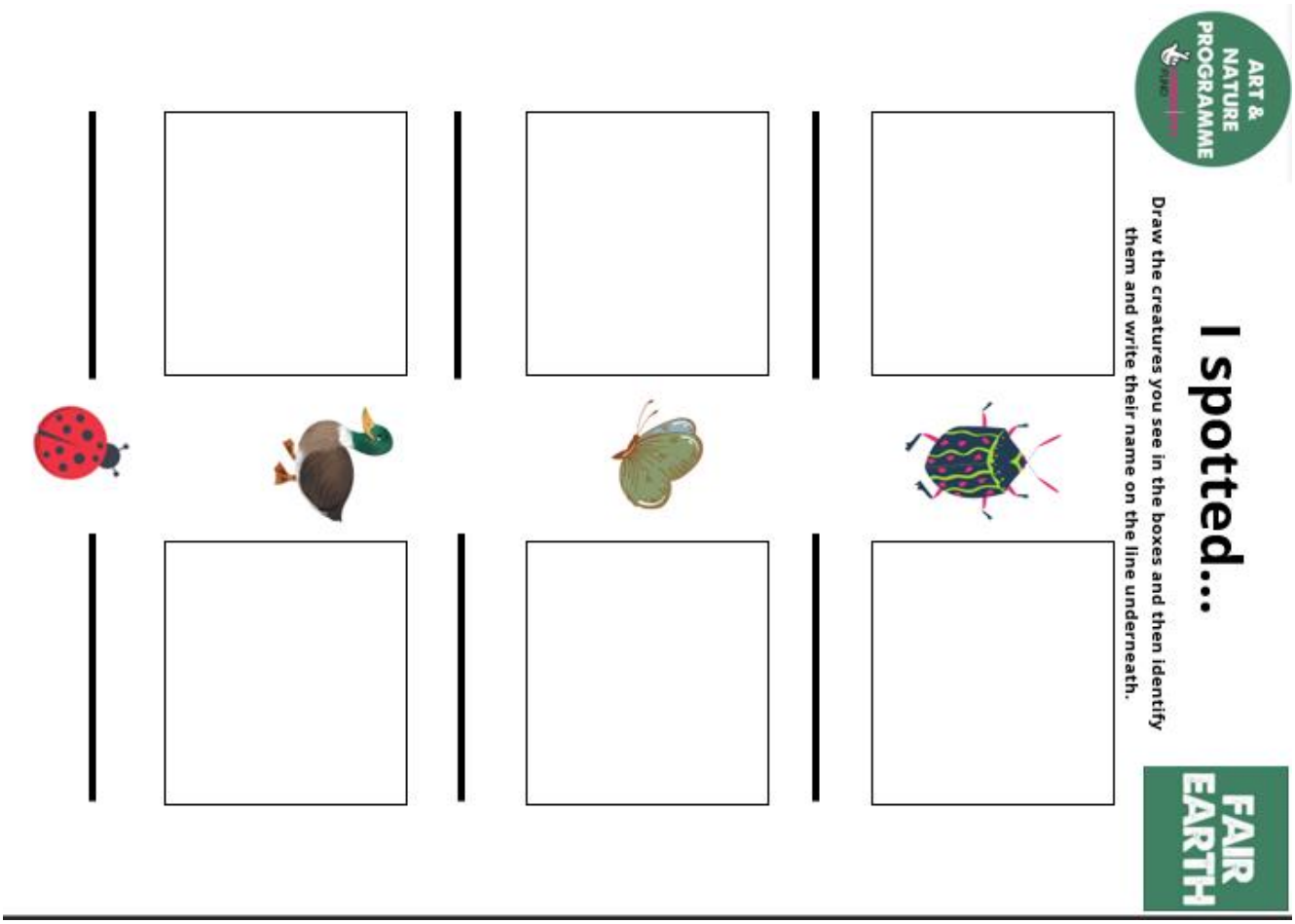


*Figure 1. Spotting Resource*

Animal Grouping Resource

**Stick the photos of the animals in the correct box depending if you think they are a bird, a mammal or an amphibian.**

| Bird | Mammal | Amphibian |
|---|---|---|
| | | |

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*Figure 2. Animal Grouping Resource*

# YEAR 2

| | | | |
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| **Lesson for Year 2**<br>Adapt lesson and edit resources as you see fit | Identify and name a variety of plants and animals in their habitats, including microhabitats.<br>(Non-Stat) Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter).<br>(Non-Stat) Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. | **Intro:**<br>Use the Habitat Resource as a starter, by getting the children to think of one animal that would live in that habitat and microhabitat. (optional: Habitat Matching Resource). Ask which of these habitats does Britain have?<br>**Main:**<br>Cut the photos out the British factsheets then ask the children to group them according to the habitat/microhabitat they think they live, using the Habitats Resource.<br>Go for a minibeast hunt, with magnifying glasses if available. Complete the Microhabitat Resource.<br>You can also complete this in the classroom if a walk is not possible.<br>Go pond dipping, with magnifying glass, if available, to explore a microhabitat. Complete the Spotting Sheet Resource. | Habitats Resource<br>Habitat Matching Resource (Twinkl)<br>Microhabitat Resource<br>Spotting Sheet Resource<br>Factsheets |

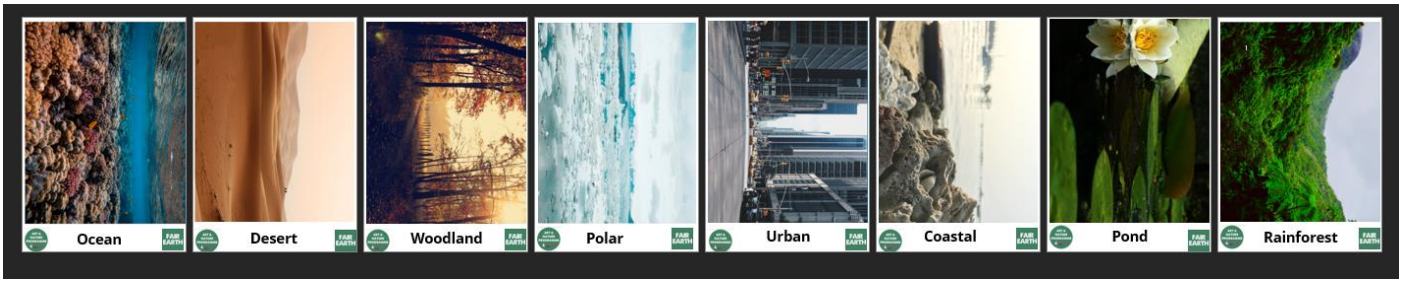


*Figure 3. Habitats Resource*

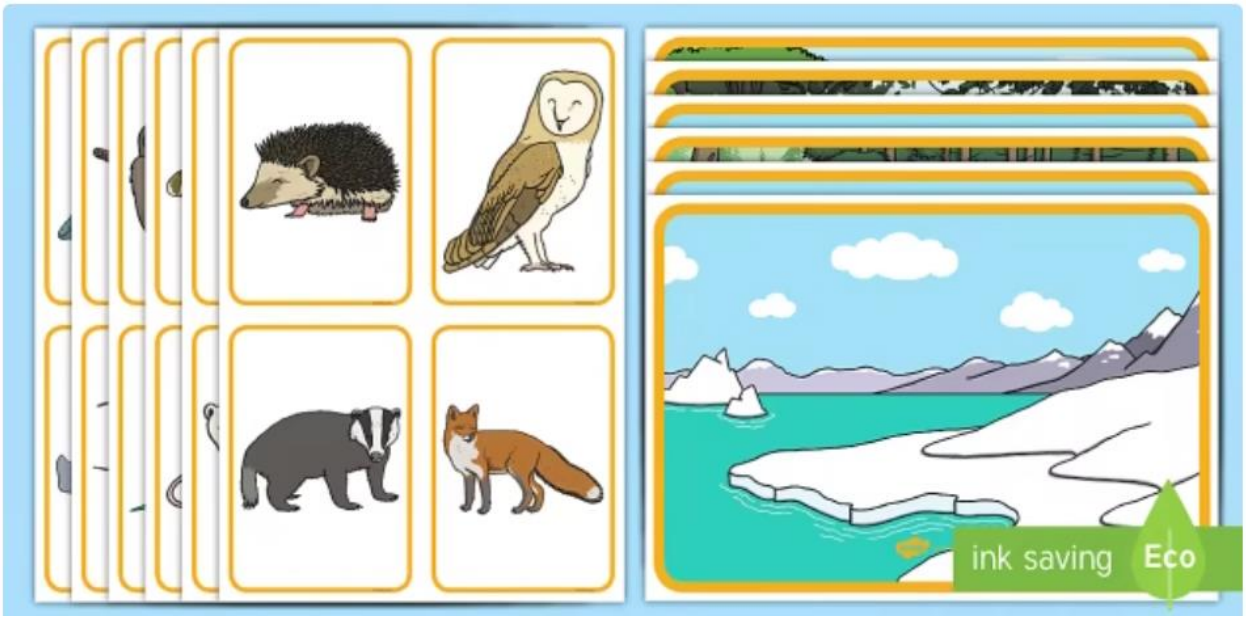


*Figure 4. Habitat Matching Resource*

# Minibeast recording sheet

**Where would you find these minibeasts? Complete with an X**

| | On bark  | On plants  | In the sky  | In soil  | Under rocks/logs  |
|---|---|---|---|---|---|
| Dragonfly | | | | | |
| Snail | | | | | |
| Bee | | | | | |
| Spider | | | | | |
| Ant | | | | | |
| Butterfly | | | | | |
| Woodlouse | | | | | |
| Ladybird | | | | | |
| Millipede | | | | | |
| Beetle | | | | | |
| Worm | | | | | |

*Figure 5. Microhabitat Resource*

# YEAR 3

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| **Lesson for Year 3**<br>Adapt lesson and edit resources as you see fit | Identify that [humans and] some other animals have skeletons and muscles for support, protection and movement.<br>(Non-Stat) Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement. | **Intro:**<br>Cut up the invertebrate factsheet and the marine life along with one other of your choice.<br>Get the children to group them into invertebrates and vertebrates.<br><br>**Main:**<br>Use the Skeleton Resource to match up the skeletons with the animal.<br>Then get them to choose an invertebrate and a vertebrate then fill out the Fact file. | Skeleton Resource<br>Fact file<br>Factsheets |


*Figure 6. Skeleton Resource*

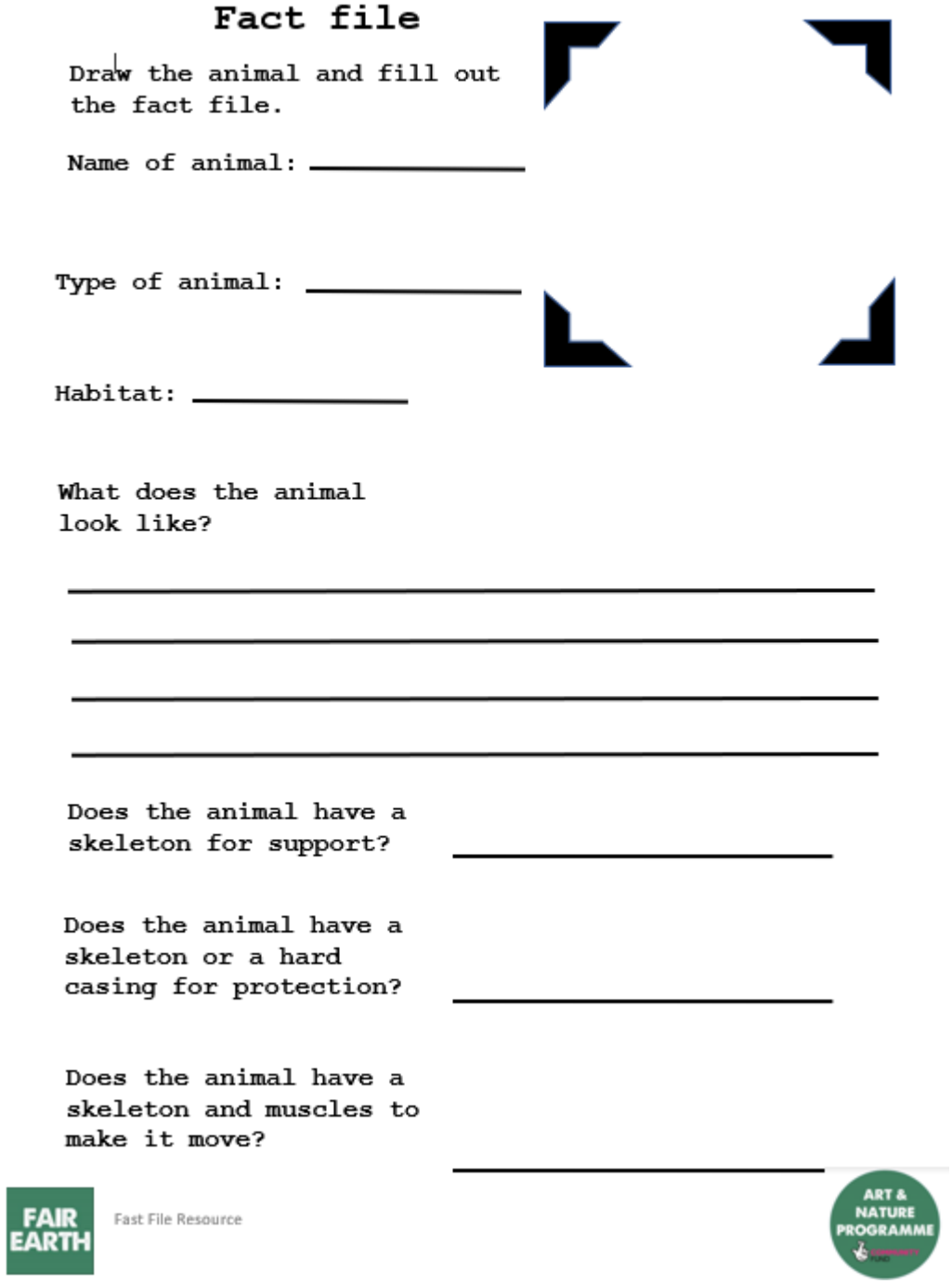


*Figure 7 Fact file Resource*

# YEAR 4

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| **Lesson for Year 4**<br>Adapt lesson and edit resources as you see fit | Recognise that living things can be grouped in a variety of ways.<br>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | **Intro:**<br>Pick a selection of animals from the factsheets and go through the Classification Key Resource with the class. If possible, bring in a selection of minibeasts from your garden to classify as a class.<br>**Main:**<br>Using the Classification Key, get the children to complete the British Animal Resource. | Classification Key<br>British Animal Resource<br>factsheets |

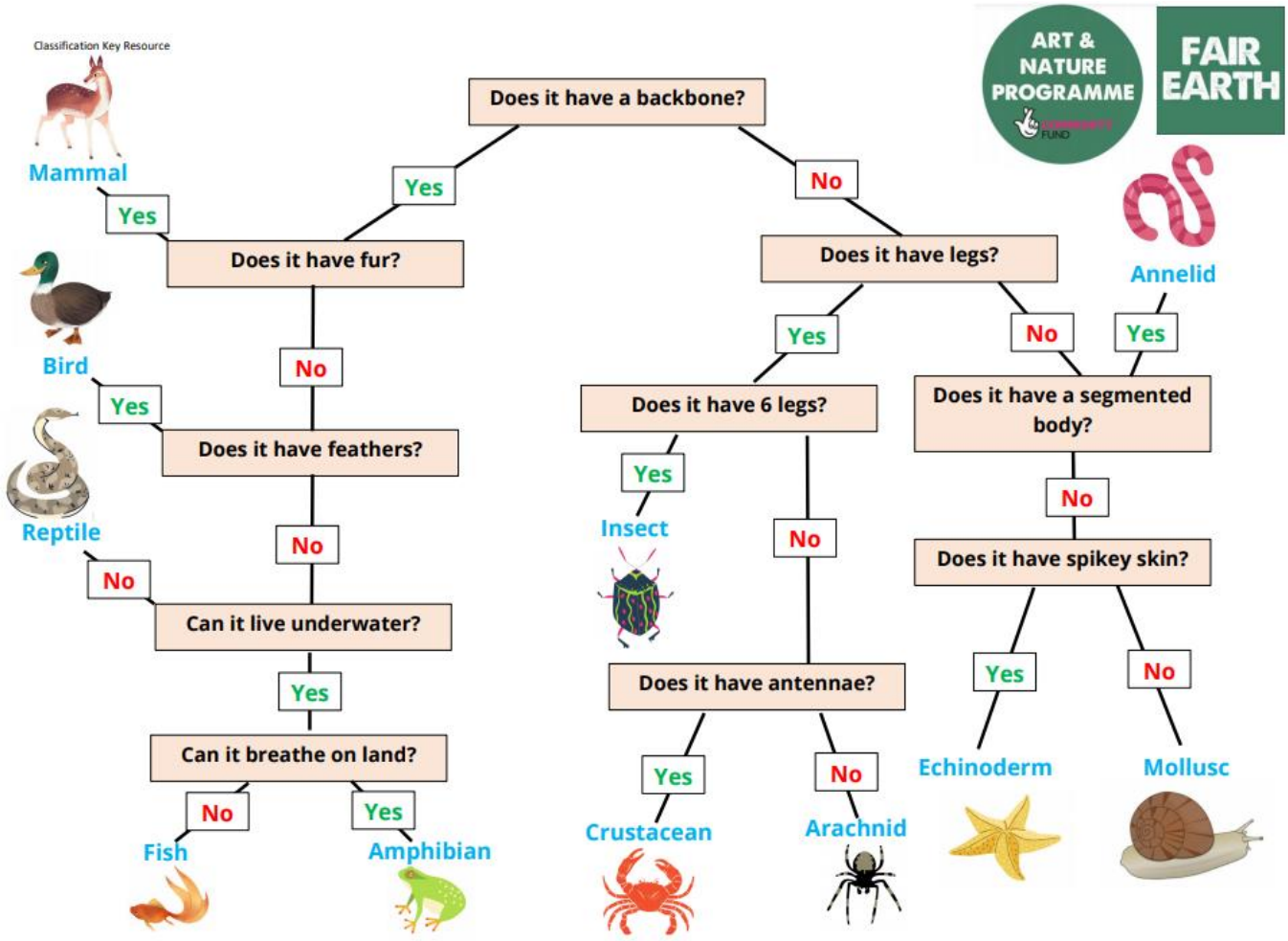


*Figure 8. Classification Key Resource*

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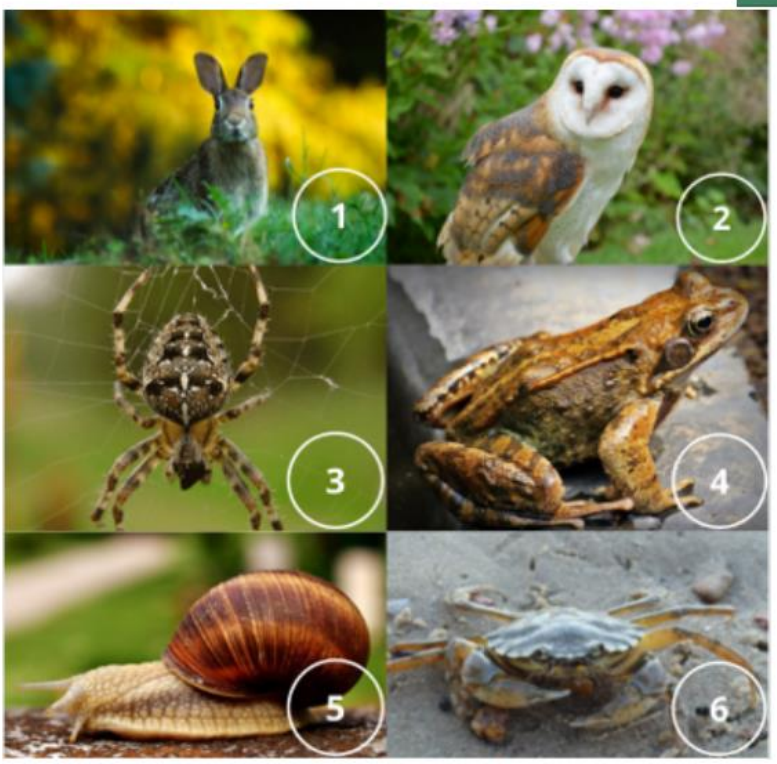
**Use the classification key and factsheets to help you classify and name each of these British animals**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____




British Animal Resource

*Figure 9. British Animal Resource*

# YEAR 6

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| **Lesson for Year 6**<br>Adapt lesson and edit resources as you see fit | Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.<br>Give reasons for classifying plants and animals based on specific characteristics.<br>(Non-Stat) Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.<br>(Non-Stat) Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. | **Intro:**<br>Cut out all the animals from the factsheets.<br>Get children to use the Animal Classification Resource to write the name of the animals from the factsheets in the correct classification boxes. There will not be animals on the factsheets for every group, for those that are missing see if the students can think of some animals that match that classification.<br>**Main: (May have to be split into 2 lessons)**<br>Go on a nature hunt including minibeasts and birds and pondlife if possible, hunt using the Spotting Resource Sheet, writing the name of the animal underneath. if they come across an animal not on the factsheets, or that you can't identify, just discuss the characteristics and decide what type of animal they think it is. Look up later.<br>Once back in the classroom, or while on the hunt, get them to label the drawing with the reasons they knew it was that type of animal. e.g snail because it doesn't have a spine, it has no legs and it has a shell. | Animal Classification Resource.<br>Spotting Resource Sheet.<br>factsheets |

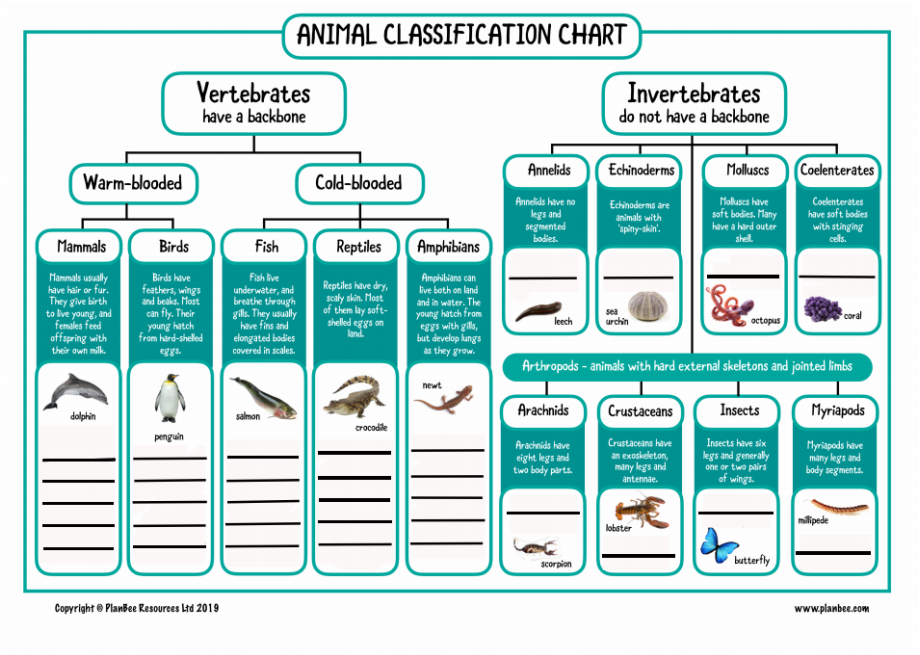


*Figure 10. Animal Classification Resource*

# Non-curriculum based:

| | | |
|---|---|---|
| **Non Curriculum based activity:**<br>Adapt for age and ability of group. | **Intro:**<br>Get the group to shout out all the names of British animals they can think of.<br><br>Main: (option 1 and 2 can be combined)<br>**Option 1:**<br>Go on a wildlife walk to anywhere you like, this could be the park, wetland, woodland, rocky shore... Use any of the resources, but we suggest taking a couple of the Spotting Sheet Resources each, where they can draw the creature and then name it. If the animal is not on one of the factsheets, use the group's drawings and the Classification Key (and the internet if necessary!) provided to identify the creature.<br>It would be good to have:<br>Magnifying glass<br>Binoculars<br>Pond dipping net<br>tray<br>clipboard<br>pencil<br>bug jar<br><br>**Option 2:**<br>Get everyone to choose one British animal from the factsheets (or one that isn't) and then fill out the Factsheet Template Resource, using the factsheets and the internet (Use Kiddle.com if searching with younger children) to research the information. | Spotting Sheet<br>Classification Key<br>Factsheets<br>Factsheet Template resource |


*Figure 11. Factsheet Template Resource*