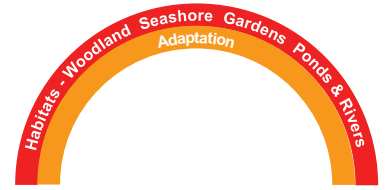


# School habitats - are they suitable?



## Learning objective

- Understand what a habitat is and how it is a home to certain animals.
- Appreciate that different animals have different requirements and that this affects which habitat they live in.

## National Curriculum Skills

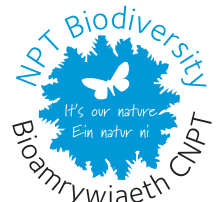
**Science** Through fieldwork, they should be given the opportunity to study the plants and animals in two contrasting local environments.  
The environmental factors that affect what grows and lives in those 2 environments  
How humans affect the local environment.

## Activity Outline

- \* Children brainstorm ideas about habitats.
- \* Read through creature profiles and match appropriately.
- \* Discuss key features each creature needs in its habitat to survive.
- \* Write a postcard describing the habitat and its suitability.

## Resources

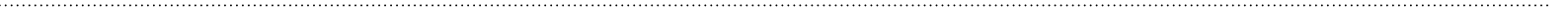
Creature profiles  
Creature photographs  
Digital camera  
Outline of postcard



# What do creatures need in their habitats?

## Lesson Outline

- Recap on the different habitat types and name any plants or animals the children know that may live in them.
- Introduce six habitat characters: Bryn – a Barn Owl (woodland); Nia- a Smooth Newt (water); Gruff – a grasshopper (grassland); Siôn – a spider (walls); Llinos – a Ladybird (rosebed); Siani – a Wren (hedgerow). Look at the character photographs. Discuss what they are; which species they are and where they could be found.
- Share out character descriptions within the class. In groups sort and match the descriptions to the characters. Text-mark any clues that help make informed decisions.
- Discuss what each character would need in its habitat in order to survive. Ask questions to promote discussion – would Nia be able to live where Siôn lives? Why not?
- Refer to identified habitats from the school grounds survey. Ask focused questions to evaluate what is there e.g. Are there lots of trees? Is there any water?
- In class, the children choose one of the characters and imagine that they have visited their school grounds. They need to send a postcard home, describing what the habitat was like, what was good or bad about it and if they would like to live there. Encourage the children to think about whether the habitat offers their character food, water and shelter.
- A postcard template is provided and a scene of the chosen place could be drawn on the reverse of the postcard or a digital photograph could be used.



Five horizontal lines for writing an address, located on the right side of the page below the stamp placeholder.