

TREES FOR LEARNING

HABITATS AND ADAPTATIONS

YEAR GROUP

4, 5 & 6

TIME

60 minutes

SUBJECTS

Science, English and
Creative Thinking.

SETTING

Outside the
classroom, in a
woodland or grassy
area with some
trees/bushes.

EQUIPMENT NEEDED

Pencils

Clipboards

Learning resources 1-
4



Department
for Environment
Food & Rural Affairs



Manchester
City of Trees

GROWING MORE TREES
FOR GREATER MANCHESTER



LESSON PLAN

Introduction/warm-up - 10 minutes

Introduce the students to the topic of exploring trees, woodlands and hedgerows from the view of the creatures that live there. How they may see their environment.

Introduce the children to the focus of habitats and ask if all habitats are the same. Use Learning Resource 1: Desert. Instruct the children to look at this habitat and ask; what habitat is this?

Ask the children to close their eyes and think about what it would look/smell like in the desert. Act out on the spot how they would feel there (eg. hot, sweaty, shielding eyes etc.). Ask if this habitat is found in the UK, then show Learning Resource 2: Woodland, and ask the same questions.



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LESSON PLAN CONTINUED

Stimulus – 10 minutes

Introduce the children to habitats within the woodland itself; '*micro-habitats*'

Divide the children into pairs/groups and give each Learning Resource 3, a clipboard and pencil. Ask them to spend 5 minutes exploring the area nearby, writing down different micro-habitats they find, (leaf pile/under a log or rock/tree canopy/tree trunk/in the soil) and use adjectives to describe what the habitat is like; colours/smells/textures.



Come back together as a group and discuss the different micro-habitats they found and what they are like to live in.

Main learning and activity - 30 minutes

Introduction to the types of animals that might live in these habitats. Ask the children if they can name some woodland plants and creatures, big ones and small ones including plants, mammals, birds, and bugs.

What do they have that helps them live in their habitats: leaves, wings, spikes, bright/dull colours, slimy/furry skin, etc. To prompt answers, use Learning Resource 4 to act as a visual guide. Discuss how each one uses their habitat e.g. for making nests, food, camouflage etc. Refer back to the desert picture and ask if certain animals would be able to live in this habitat e.g. would a fish be able to live in a desert or would a penguin live in a woodland?



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LESSON PLAN CONTINUED

Introduce the word '*adaptations*' as the name for the characteristics of plants and creatures to survive in their habitats. They are adapted to their habitats.

Discuss how some creatures eat, use a tail, have legs or wings. Why need claws for digging or climbing or what are plants roots good for?



Split the children into groups, Using Learning Resource 4 worksheet, ask them to choose one micro-habitat and imagine a brand-new animal or plant that is adapted to live in their chosen micro-habitat. They draw their new creature or plant, and importantly clearly label the adaptations. Encourage them to use their imagination!

Plenary – 10 minutes

Get all the groups together and allow them to take turns to show their creature and demonstrate one adaptation their creature has for the habitat they live in.

Optional Post-learning task: Discuss the adaptations of the living things within different habitats that humans need and use every day; i.e. plants grown for food/medicine and the insects adapted to pollinate them, building materials from woodlands and the seaside for wind farms and our holidays.

Ask the children what threats these habitats face, i.e. fires, flooding, deforestation. How will these threats effect their creature, will it lose its habitat or food source?

Discuss how to protect habitats, ideas could be; can we reuse products, not drop litter, not start fires, use our local woods to show people they are important and should be protected.



LEARNING RESOURCE 1



LEARNING RESOURCE 2



LEARNING RESOURCE 4

Choose a woodland habitat you have identified and use the box below to draw a new animal or plant that would live in that habitat.

Remember to make sure the creature has good adaptations for your chosen habitat and label them clearly on your diagram.

Chosen habitat: _____

Creature's name: _____

