

Learning Objective:

To understand that most living things live in habitats they are suited to and describe different habitats and how they provide for the basic needs.

Success Criteria:

- C. Identify microhabitats in the school grounds
- B. Understand what lives here and how these microhabitats are suitable
- A. Describe some other animals' habitats and explain how these are suitable.

Challenge: Record how these habitats meet the animal's basic needs.

Starter:

Start the session outside. Explain to the chn that they are going to be looking carefully at microhabitats. Ask: Have you heard of the word 'micro' before? Where have you heard it used? (Microwave, micro scooter, micro SD card.) Explain that the term 'micro' means little. Ask: What do you think the word 'habitat' means? (A type of environment/special place where animals or plants live). Say: So, we will be looking at special places where little creatures might live, tiny homes and places where everything is right for them, for example, just the right amount of dampness, light and food. Where do you think we should look? Why? What do you think we might find there? Invite the chn to suggest good microhabitats and predict what creatures they may find there. <https://www.youtube.com/watch?v=5mXEsvrJUnU> - YouTube: Microhabitats; Then organise them into working partners and give them a clipboard, paper, pencil, magnifying glasses or magnifying boxes. Tell chn they need to think carefully about the adjectives they might use to describe the microhabitats they find. Give them time to sketch interesting features, reassuring them that it does not need to be a detailed, full drawing of a whole creature or habitat, but rather a quick recording of points of interest. When everyone has explored the microhabitats available outside, take the chn into the classroom.

Main:

Ask: What would it be like to live on the moon? (No oxygen, no food...) What would it be like to live under water (No air, would have to live in a pod, etc.)? Explain that we are perfectly adapted to our environments, our habitats. We aren't made to live on the moon or under water. Say: Think back to the habitats you observed today. Think about what you found there. Can you work out why those creatures like living there? They have chosen those habitats because they suit them the best. Do you know why? Give the chn time to talk in their groups or working partners and then discuss the answers as a class. Print out the photographs taken when outside or photocopy the drawings (you may prefer to take photographs of habitats prior to the session and have them printed out ready). Ask each group of chn to look at the image of the habitat and write adjectives around it, describing its features (dark, light, shady, damp, dry). Give them sticky notes and ask them to draw the mini beasts that like to live in those conditions. Encourage the more able to write why those mini beasts live in those habitats and how they are adapted to the conditions there.

C: Chn to identify different microhabitats in school.

B: Chn to identify these microhabitats and then record what creatures live there and why this is suitable.

A: Complete MA and then think of another animal and discuss how this animal's habitat is suitable. Record how these habitats meet the animal's basic needs.

Plenary:

Play the BBC Bitesize woodland habitats video clip <http://www.bbc.co.uk/education/clips/zf6mhyc> - BBC Bitesize: Woodland habitats.

Ask the chn to consider the answers to these questions: Which microhabitat is best for moss to grow? Which living things can be found in muddy microhabitats? Which microhabitats had the biggest variety of living things?

Learning Objective: To share their learning of the past

Success Criteria:

- C. Discuss what they have learnt about the past
- B. Explain what they have learnt about the past and how
- A. Explain what they have learnt about the past and how it has changed in comparison to modern day

Starter: Verbally recap the learning from this term and refer back to the KWL display sheet. Discuss how we find out about history and what resources we can use to learn about the past – discuss what sources we have used in previous lessons and how they helped improve our knowledge on Victorian life.

Main: Explain to chn that they are going to create a presentation of their learning about Victorians including all different areas covered in this terms lessons. Chn to be provided with poster paper and pens and information sheets/word banks to support their presentations. Then chn to present their learning and how they have learnt about the Victorians to the CT and rest of the class. Picture of posters/presentations to be taken and put into books.

Plenary: Chn will present their poster presentations to the class.

Resources: Supporting information sheets/word banks, poster paper, pens

Key Vocab: New, Old, Then, Now, Past, Sources, Timeline, Chronology, 19th century, 20th century, Victorian

<https://horriblehistoriestv.wordpress.com/vile-victorians/>

<https://www.bbc.co.uk/bitesize/topics/zcjhyc/resources/1>