I hope you had a lovely half term holiday!

For the next few weeks, we will be looking in more detail at different habitats.

Mums, dads and carers, please can you help by reading and sharing the powerpoint with the children. Thank you.

This powerpoint will cover the first three weeks and another will follow later…

Lesson 1

Learning objectives:

- I can explain what a habitat is.
- I can give examples of habitats and the plants and animals that live in these habitats.

What do you think the word habitat means?

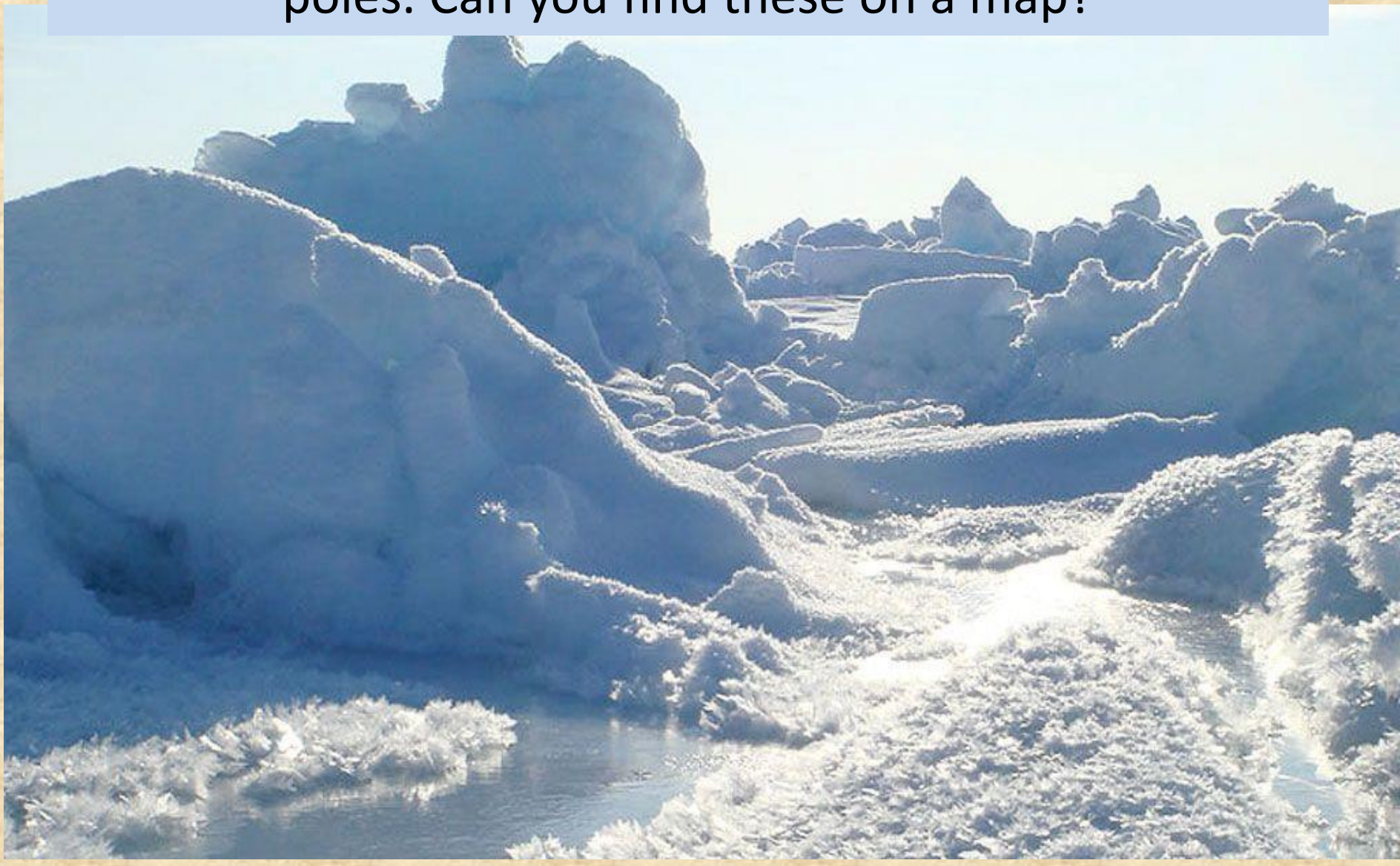
It is a place where plants and animals live.

Let’s have a look at some of the habitats we find in our world. Can you name these habitats?


Woodland or forest habitat

Desert habitat

Polar habitat. These are found by the North and South poles. Can you find these on a map?



Let’s think a bit more about three of these habitats, starting with a woodland (like the one at Snipe Dales).

What can you see in this photo?

I can see trees, leaves and logs.

Let’s take a closer look…

As well as trees, there are other plants in a woodland too. Here are a few…

Can you think of any animals that might live in the wood?

Wood mouse

Do you know what any of these animals are called?

Fallow deer

Woodpecker

Badger

Now, let's think about the desert habitat? What is it like here?

It is hot and dry.

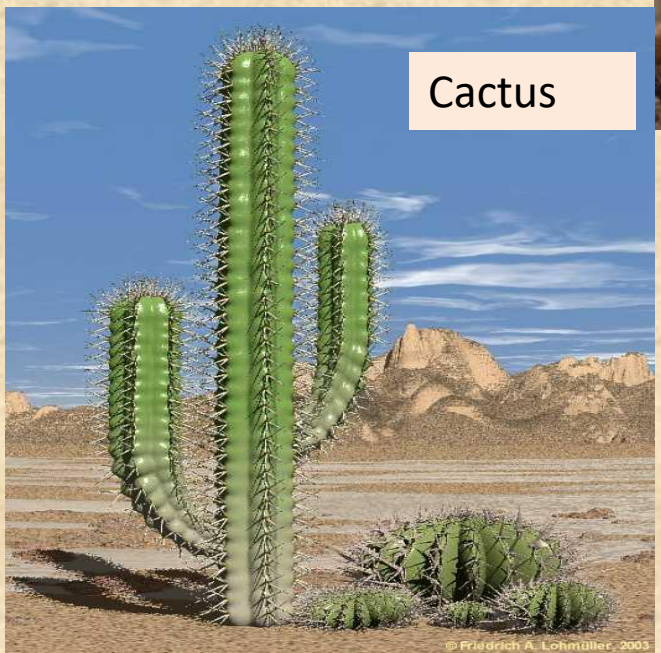
But do any animals and plants live in the desert? Go to the next slide and let's find out!

Can you name any of these living things?


Camel


Meerkat


Acacia tree

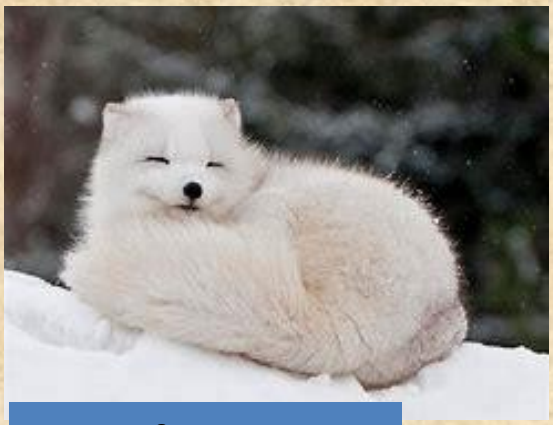

Cactus


Gecko

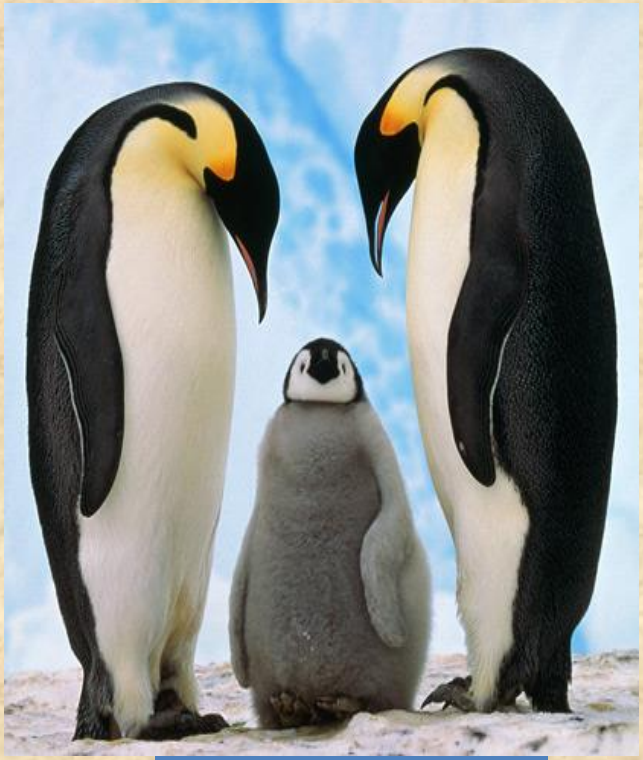
The polar habitats are very cold and covered in snow and ice.

I wonder if any plants or animals live here. What do you think?

Walrus



Arctic fox



Penguins

Plants that are found close to the ground. This one is called lichen.

Now it's your turn to do some work on your own!
Please could your grown up print off this page and then you need to look at the plants and animals on the next page. Can you work out which ones belong in which habitat?
You need to print the second page off too and cut out the living things to stick in the correct habitat.


Arctic hare


Squirrel


Cactus


Scorpion


Reindeer


Tawny owl


Oak tree


Namib sand snake


Polar bear

Extension task:

Can you work with your grown up to look in books or on the internet to find any more plants or animals that live in the woodland, desert or polar habitats?

End of Lesson 1

Lesson 2

Learning objectives:

- I can explain that a habitat provides everything that a plant or animal needs to survive.
- I can explain how a plant or animal is suited to living in its habitat.

What is wrong with this habitat? Talk about it with your grown up, then left click on your mouse pad.

That’s right, the animals and plants are in the wrong habitat!

Which habitat does a woodpecker live in?

Which habitat does a camel live in?

Which habitat does a cactus live in?

What is wrong with this habitat? Talk about it with your grown up, then left click on your mouse pad.

Hopefully, you would have noticed that the animals and plants in the last two slides were in the wrong habitats!

Why would you not find a camel in the polar habitat or a polar bear in a woodland habitat?

Because they are not suited to living in those habitat!

Let’s look at a camel. We know it lives in a desert habitat.

Please take a look at this lovely video which tells you all about how camels are suited to living in the desert.

https://www.bbc.co.uk/bitesize/clips/zrtmhyc

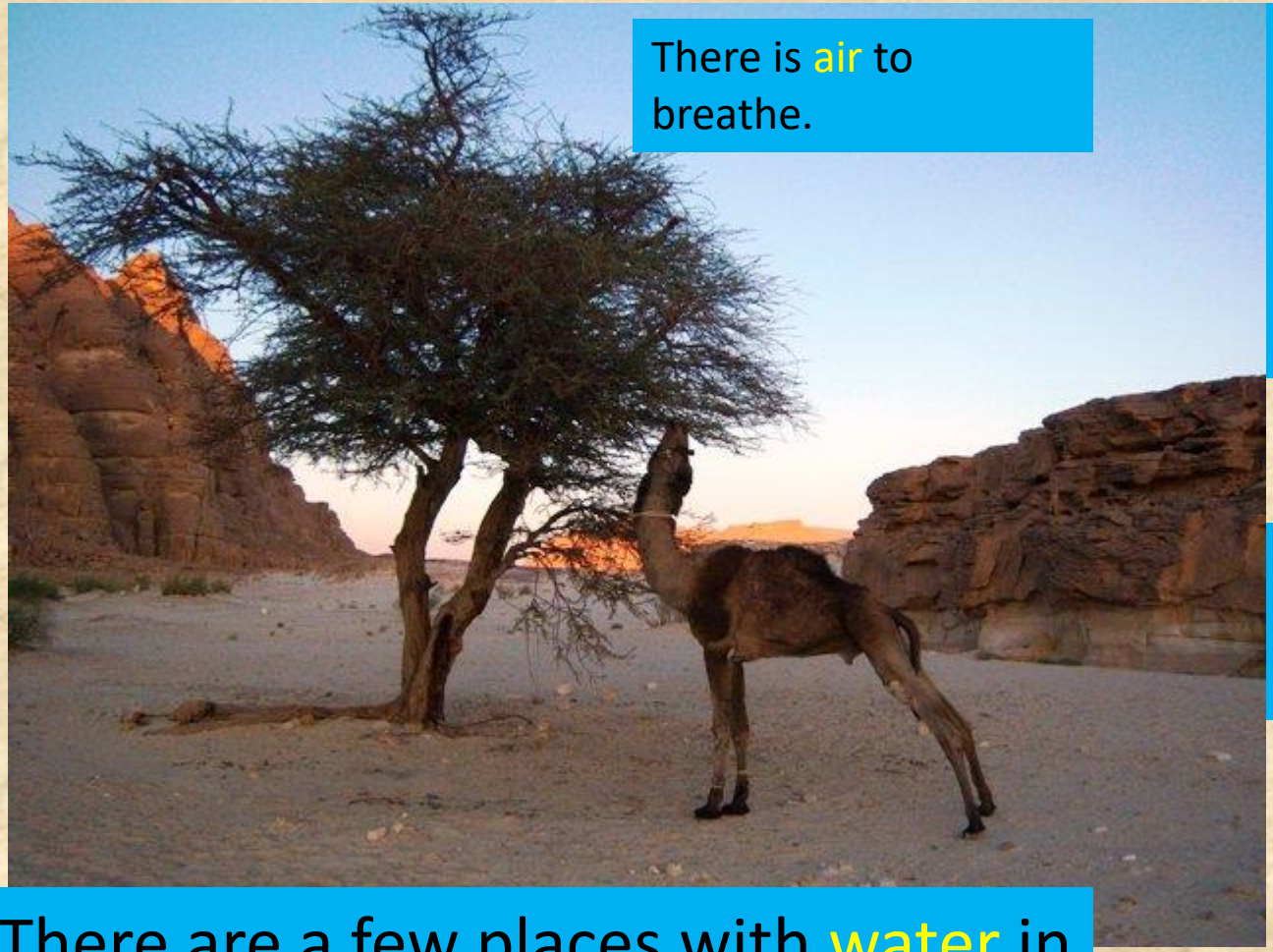
Long eyelashes to keep out the sand.

Hump to store water and fat.

Nostrils that can close to keep out the sand.

Thick padded hooves to stop their feet sinking n the sand and from getting too hot.

The desert also gives the camel everything it needs to survive.



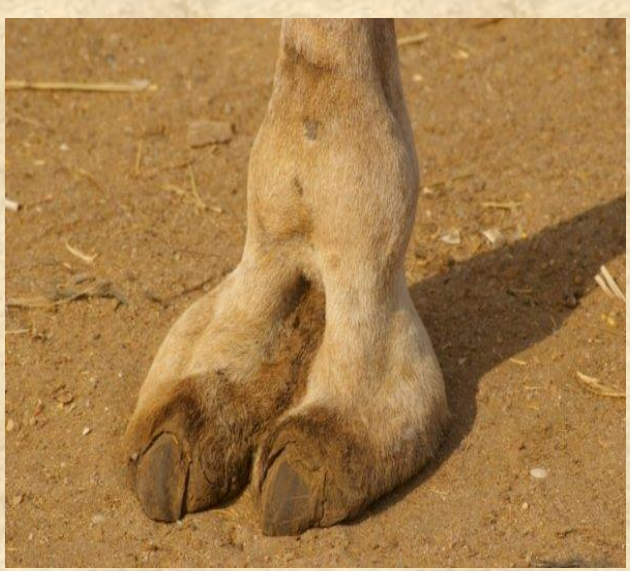
There is air to breathe.

There are a few acacia trees for the camel to shelter under.

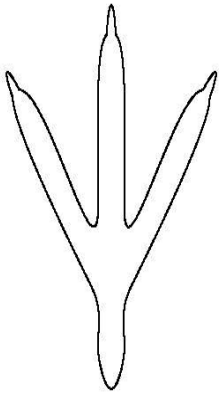
There are prickly plants to eat.

There are a few places with water in the desert for a drink.

Science experiment time!



A camel's hoof. Look how wide it is.



Bird footprint

We have already learned about the special hooves of a camel. They stop it from getting too hot in the sand and also stop the animal from sinking into the sand.

Today you are going to do an experiment to show how the foot shape of a camel is the best shape for sand.

Look at the footprints to the left. With your grown up's help, please draw each of these shapes (nice and big- about the size of your foot) onto some thick card (like a cardboard box). Ask your grown up to cut them out for you. Now, if you have a sand pit, try putting each shape into the sand and 'walking' it along. If you don't have a sand pit, try it on dry, fine soil.

Is the camel hoof shape the best?

The word that we use in science when we talk about an animal being ‘suited to’ a habitat is adapted.

So we say that a camel has adapted to live in the desert.

Now let’s look at how the polar bear had adapted to live in the polar habitat.

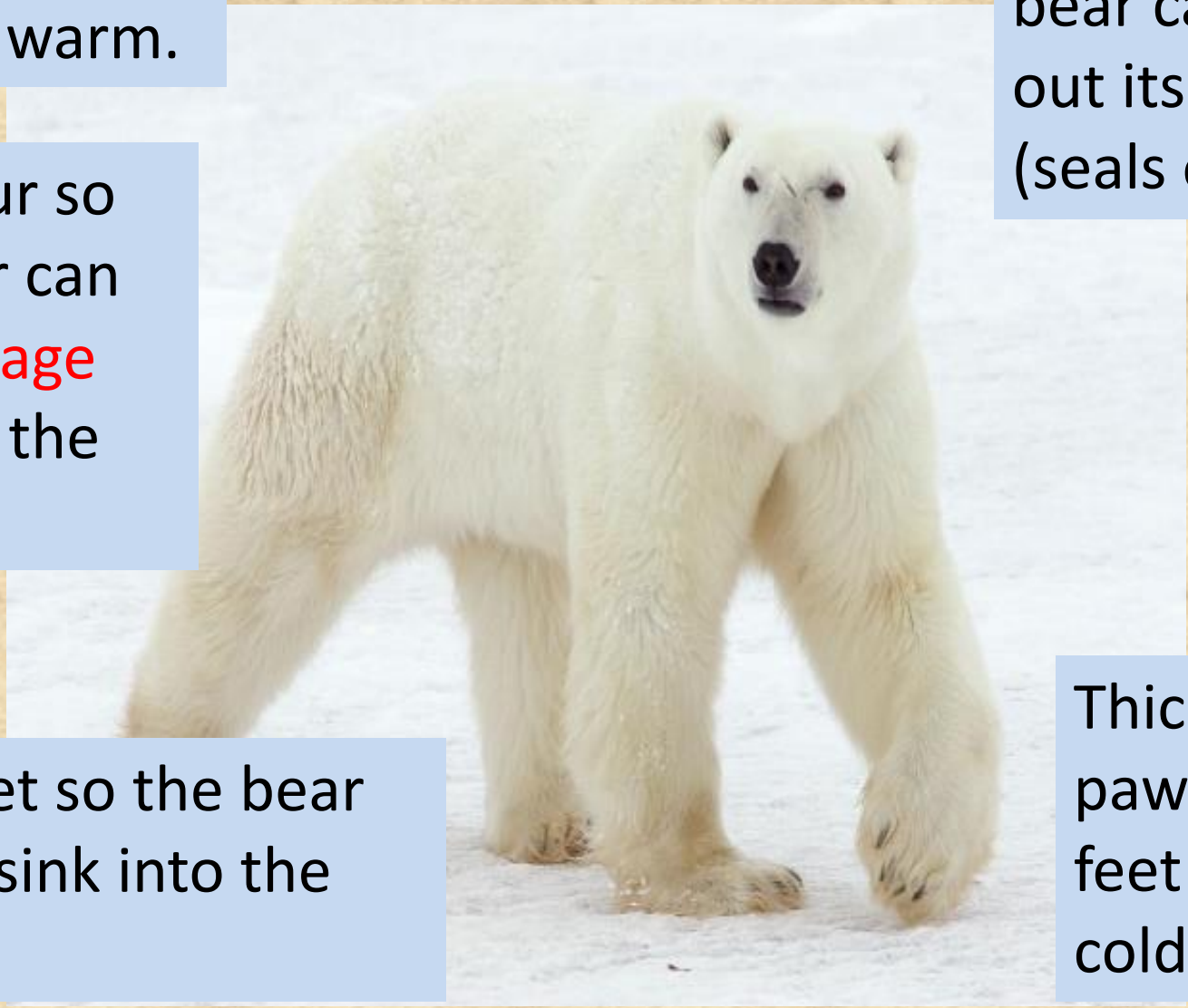
Have you got any ideas? Talk to your grown up about them.

All of these features are called adaptations.

Thick fur to keep the animal warm.

Good sense of smell so the bear can sniff out its dinner (seals or fish)!

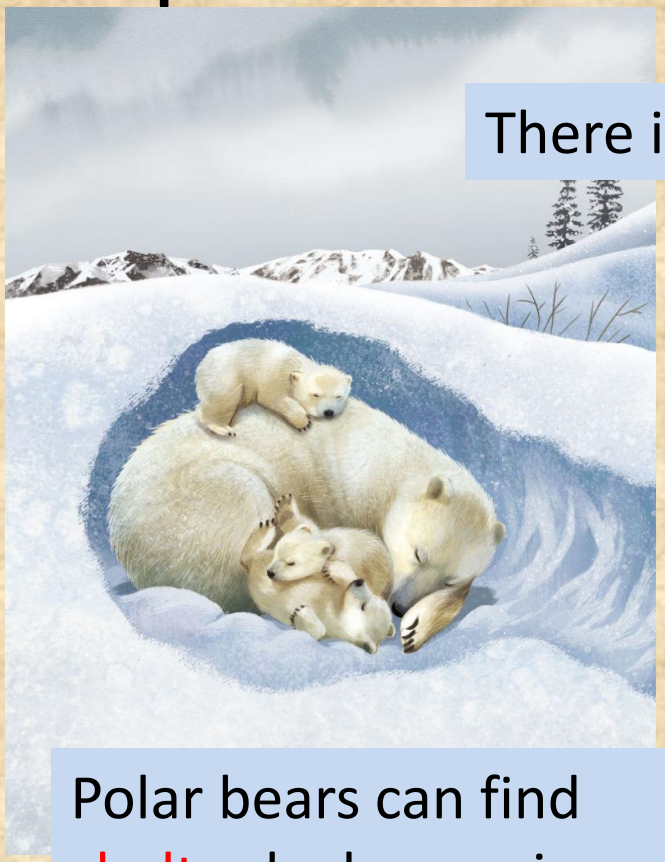
White fur so the bear can camouflage itself in the snow.



Wide feet so the bear doesn't sink into the snow.

Thick pads on paws so its feet don't get cold.

How does the polar habitat give the polar bear what it needs to survive?



There is air to breathe.

Polar bears eat seals and fish.

Polar bears can find shelter by burrowing into the snow to get out of the wind.

Polar bears can't drink the sea water because it is salty. So instead, they sometimes eat snow or drink from puddles where the snow has melted.

Science experiment time!

Your task today is to carry out an experiment to show how the thick coat of a polar bear keeps it warm.

Please find two empty plastic bottles of the same size and fill up to the tops with water and put the lids on.

We are going to pretend that the bottles are polar bears and they are going to go the polar habitat (we are going to use your freezer to show this!).

However, one of your bears doesn't have a thick coat, so wrap your bottle in thin cotton.
The other bear **does** have a thick coat. What could you use to wrap around your bear to keep it warm? Ideas could be bubble wrap, thick material such as fleece, wool etc.

Next, put the bears in the freezer for about ten minutes or so (we **don't** want the water to freeze). After this time, take the lids off and test the temperature with your finger- which one is the warmest? What does this tell you about the thick coat of a polar bear?

End of Lesson 2

Lesson 3 (same objectives as lesson 2)

Today, we are going to look at some of the adaptations of animals that live in a woodland. We are going to focus on a wood like Snipe Dales.

Can you see the creature? Look really carefully!

This amazing bird is called a woodcock. Can you tell me what its adaptation for living in a woodland is?

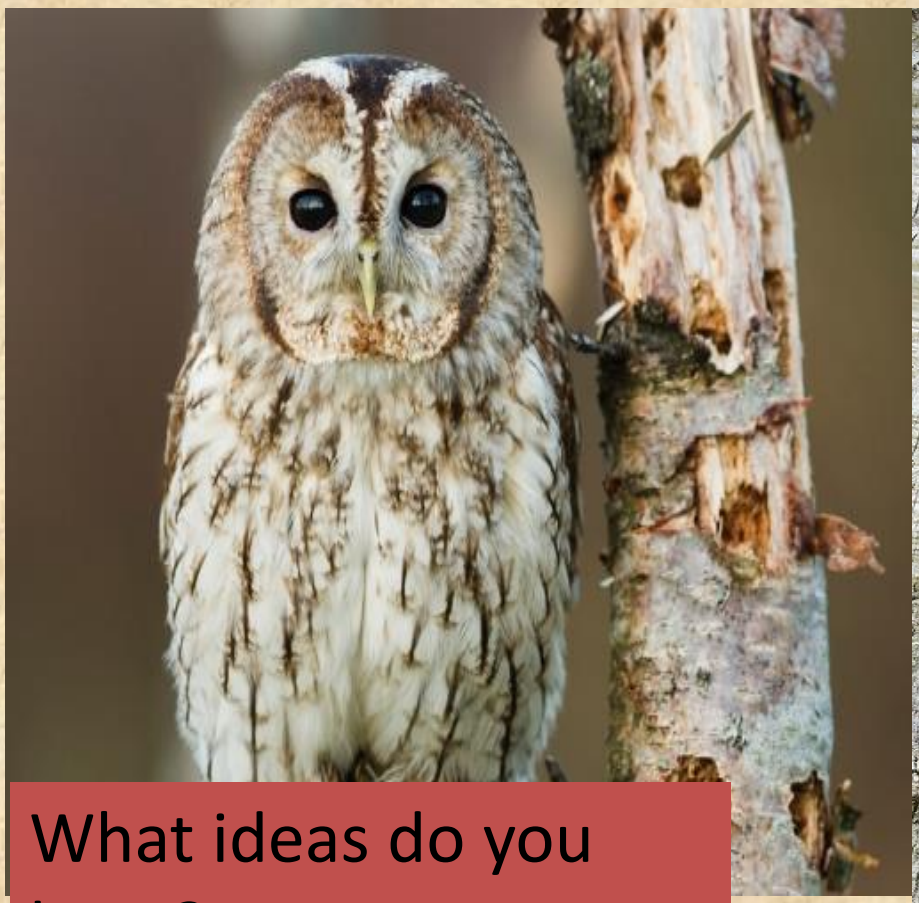
That’s right. It has fantastic camouflage to hide amongst the leaves.

Now let's look at some of the other adaptations of the woodcock.

Look at the long beak. It allows the woodcock to poke into the soil to find its favourite food: earthworms and beetles. Yum yum!

Unlike most other birds, the woodcock makes its nest on the ground, not in trees. This means that the nest is really well hidden amongst the leaves.

Now it's your turn to think about how this tawny owl is adapted to living in a woodland.



What ideas do you have?

Do these pictures help to think about more adaptations?

Let’s see if you were right!

How does the woodland give the owl everything it needs to survive?

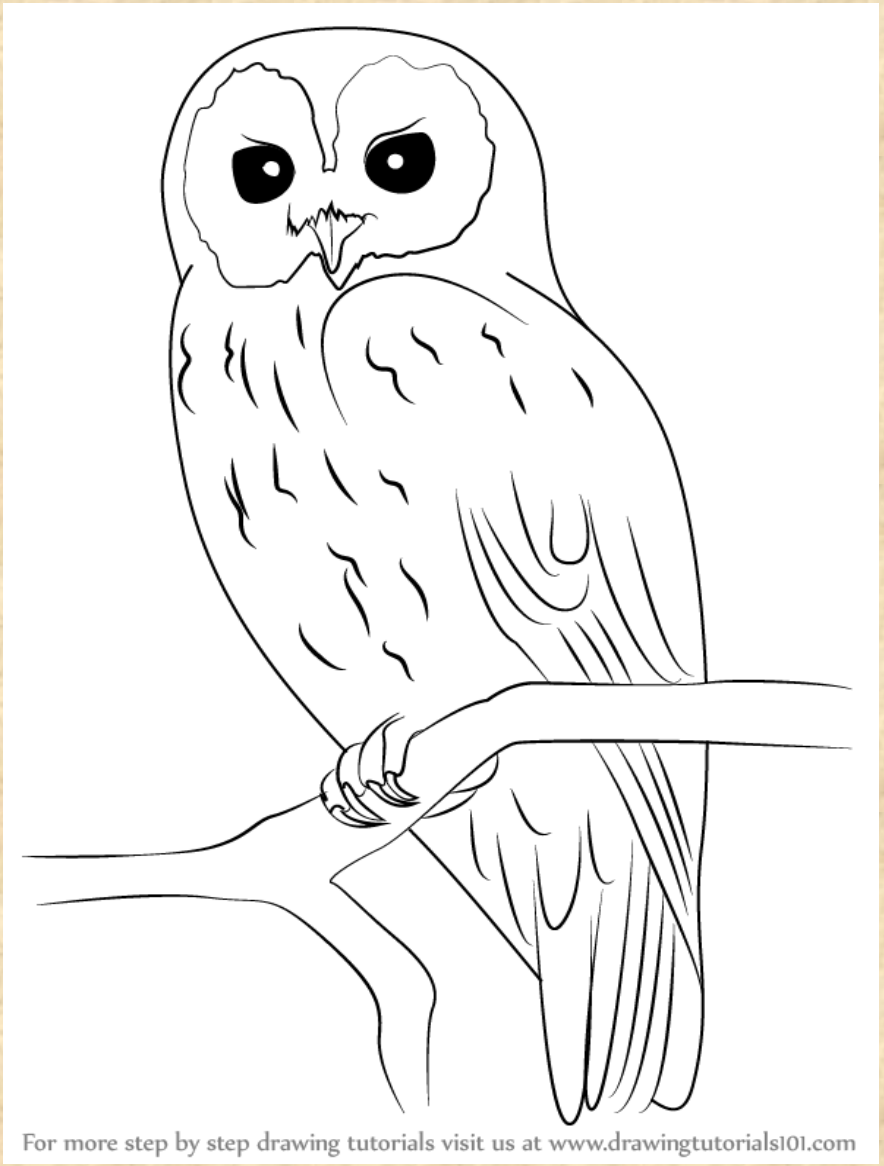
Think about air, food and shelter.

They breathe in air.

They shelter in holes in the tree trunks and lay their eggs there too.

Interesting fact: Did you know that most owls don’t drink water! They get all the water they need from their food!

This is your final task for the day.



Please use the outline of a tawny owl here. Your grown up may have to draw it so it fills a piece of A4 card for you.
Your task is to think about how you could show the feathers of this bird by making a collage.

Perhaps you could use brown leaves as feathers and stick them on with PVA glue.
Perhaps you could draw feathers and colour them in browns and greys.
The idea is to show how well the tawny owl can camouflage against its background.

Then take a large piece of card (for example from a cardboard box) and then colour this in like a tree trunk. When you attach your owl to the tree trunk, is it camouflaged? Have fun!

Here are some examples of children's work: