



WILDLIFE HABITATS Key Stage 1&2

<p>Aim: To understand that different animals live in different habitats, what the challenges are for various british wildlife living in those habitats and create a habitat using tools and bushcraft/woodworking techniques (i.e bird box, hedgehog house, bug hotel etc).</p>	<p>Adult requirements: School Adults - 1-10 Leighton Adults - 1-15</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can map a habitat and identify what is in it. • I can draw a map of a local habitat. • I can record or suggest which animals live there. • I have worked as part of a team and contributed in some way to the project. 	<ul style="list-style-type: none"> • I can plan a design project and implement my designs • I can consider safety when working with tools • I have used at least one of a billhook, bowsaw, loppers, junior hacksaw, hammer and nails, or screwdriver and screws successfully to achieve an end result.
<p>Resources Required:</p> <ul style="list-style-type: none"> • Outdoor clothes • Waterproof shoes • Packed Lunches 	<p>Resources Provided:</p> <ul style="list-style-type: none"> • "British Wildlife friends" Hedgehog, squirrel, birds, frog, beetle etc. • Site map - with animal homes marked. • On site animal homes. • Paper, pencils, clipboards. • 'Recipe cards'. • Tools. • Safety equipment, including PPE and clamps and vice. • Wood, sticks, fixings, bedding materials. • Tarps, shelters and sitting mats.
<p>Key language: Habitat, conditions, survive, urban, woodland, pond, coast, coastal. Billhook, Bowsaw, Junior Hacksaw, Hammer and nails, Hand drill, screwdriver and screws. Safety, Cutting Edge, Tape measure, Safety Glasses, Safety Gloves.</p>	
<p>Prior Learning: Children will have already been given an introduction to Habitats and understand that a habitat is where something lives and that living things have different needs and requirements for their habitats. (resources provided)</p>	
<p>Activity plans:</p> <p>In the woods:</p> <ul style="list-style-type: none"> • Children will be split into groups and given a map to find one of our woodland friends. • They will use their maps to look for key landmarks and make their way to a habitat area. • They will draw a sketch of the area and label key conditions which make it a suitable habitat for the particular creature. (Where required groups will be 'under shelter' for sketching) <p>The Hazel Tree Retreat:</p> <ul style="list-style-type: none"> • They will be brought back to the retreat to chat with the other groups and share their learning over a warm drink and a s'more. • They will be shown some examples of 3 'homes' that they can build to help support the local wildlife and asked to form groups of friends to work together with. (Teachers will be responsible for ensuring groups are 'appropriate'). • The children will use 'recipe cards' to collect together the tools and equipment they need to create their homes and will be given a tool safety talk specific to their individual project. (This will be mainly accommodated in the retreat, however If the weather is poor one group can move into the walled garden under a shelter to ensure adequate raincover to work safely.) <p>Lunch</p> <ul style="list-style-type: none"> • Lunch can be had in the Walled garden or the studio depending on the weather. <p>The Hazel Tree Retreat</p> <ul style="list-style-type: none"> • Children will finish their projects and share the features of their work with the other groups. (If the weather is very poor feedback and reflection will take place in the studio or in smaller groups under shelter. 	