THE DONKEY SANCTUARY

WORKING WORLDWIDE


IN 1969, A SINGLE ACT OF COMPASSION

ABOUT THIS RESOURCE

This resource has been developed and produced as part of a series by The Donkey Sanctuary, with a view to furthering one of it's core aims in promoting understanding, care and welfare issues for animals by young people.

It has been developed to cover a range of aspects from the new 2014 KS1 Programmes of Study which are outlined in the separate Teacher's Notes and Scheme of Learning. It primarily covers the Science POS Animals, Living Things and their Habitats, but it is presented in a project based learning format with many cross curricular links to other areas such as Geography, Art and Design, Design and Technology, English and PSHE.

Animals and their Habitats has been developed with teacher and environmental specialist input with an aim to provide a detailed and usable resource for everyday use by teachers.

We would welcome any feedback, additions, student's work or comments concerning this resource which can be directed to the National Schools Programme Coordinator: carl.wholey@thedonkeysanctuary.org.uk

WIN A DONKEY ADOPTION

Review this resource and stand a chance to win a donkey adoption for your school, currently priced at £24. Copy and complete the form below and email to carl.wholey@thedonkeysanctuary.org.uk to enter. Draws take place quarterly and are based on a random selection of the winner from quarterly entries.

School						**Telephone**					
Contact name						**Email**					
Review of Animals and their Habitats KS1 resource: (1:Excellent, 2:Very Good, 3:Good, 4:Needs work, 5:Poor)											
Curriculum content	**1**	**2**	**3**	**4**	**5**	**Usability**	**1**	**2**	**3**	**4**	**5**
Student tasks and resources	**1**	**2**	**3**	**4**	**5**	**Effective visually**	**1**	**2**	**3**	**4**	**5**
Relevance	**1**	**2**	**3**	**4**	**5**	**Teacher guide**	**1**	**2**	**3**	**4**	**5**
Comments											

I am happy to be contacted about educational initiatives and resource updates from The Donkey Sanctuary. Your details will only be used for this purpose and will not be passed to any other parties. **Y / N**

CONTENTS

ANIMALS AND THEIR HABITATS: KS1

LESSON 1

IDENTIFYING AND GROUPING COMMON ANIMALS AND PLANTS

A teaching resource developed

The Donkey Sanctuary

PLANT OR ANIMAL ?


1


2


3


4


5


6


7


8


9


10


11

PLANT OR ANIMAL?

plant	animal

Card sort task for students

DO YOU KNOW THESE ANIMALS?

DO YOU KNOW THESE ANIMALS?

HOW CAN WE COMPARE THESE ANIMALS? No. 1

HOW CAN WE COMPARE THESE ANIMALS? No. 1

legs	fur, skin or feathers?	ears	feet	colour
eyes		mouth	wings	size

HOW CAN WE COMPARE THESE ANIMALS?

Describe the animals and explain using the features below:			
legs			
eyes			
fur, skin or feathers			
ears			
feet			
colour			
mouth			
wings			
size			

HOW CAN WE COMPARE THESE ANIMALS? No. 2

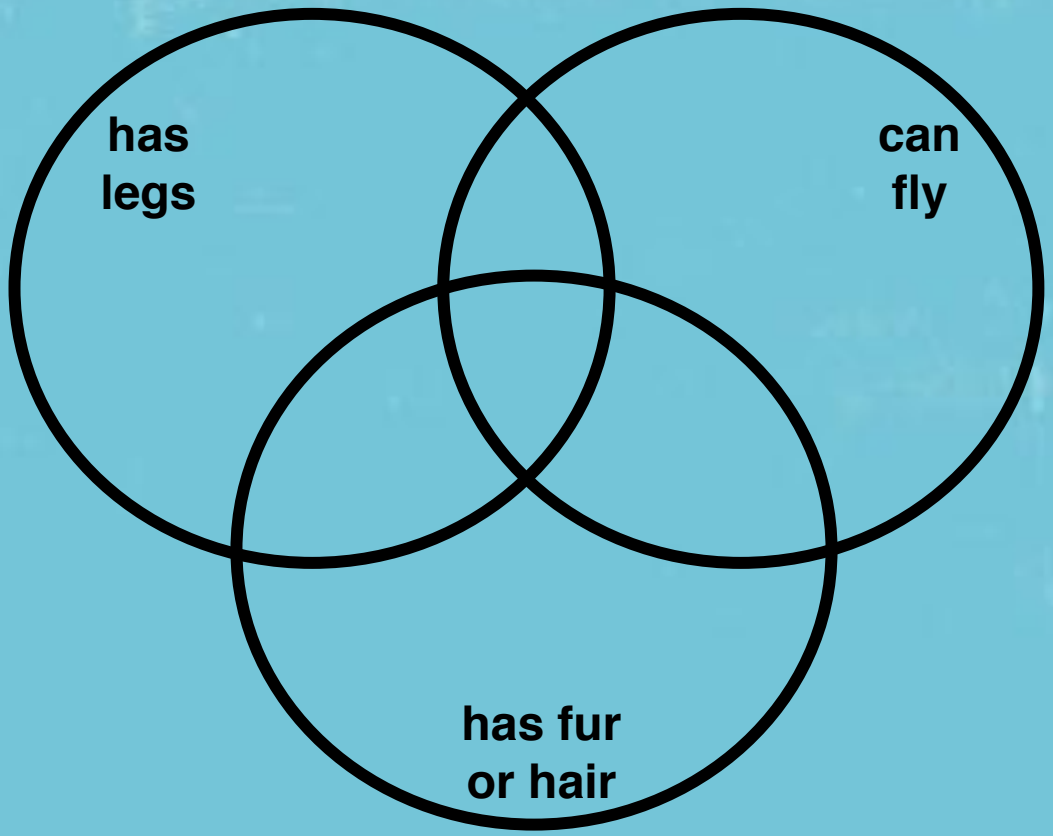
HOW CAN WE COMPARE THESE ANIMALS? No. 2

legs	fur, skin or feathers?	ears	feet	colour
eyes		mouth	wings	size

HOW CAN WE COMPARE THESE ANIMALS?

Describe the animals and explain using the features below:			
legs			
eyes			
fur, skin or feathers			
ears			
feet			
colour			
mouth			
wings			
size			

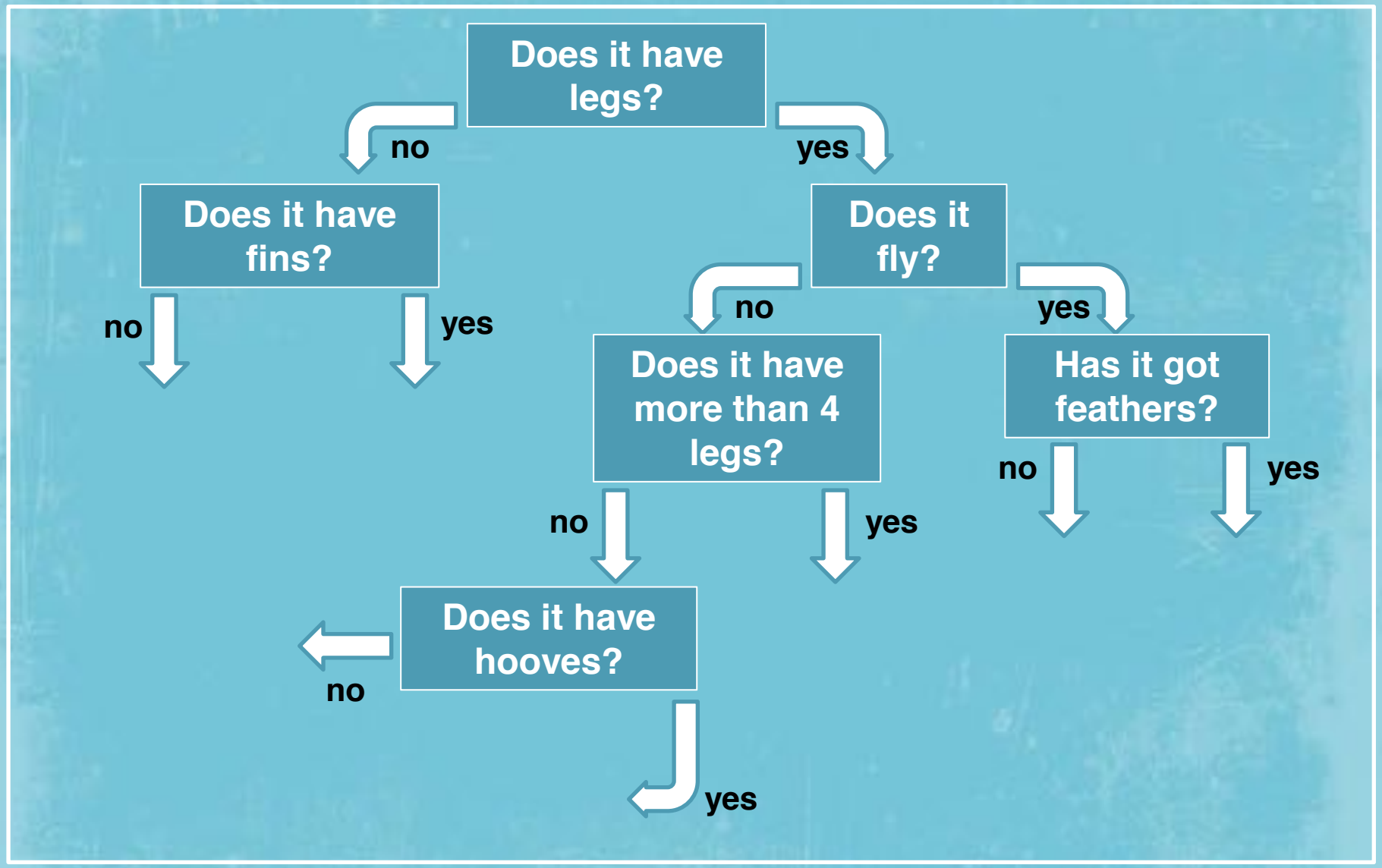
LET'S SORT IT OUT (VENN DIAGRAMS)



LET'S SORT IT OUT (CARROLL DIAGRAMS)

	has legs	does not have legs
pet		
wild		

CLASSIFICATION KEYS



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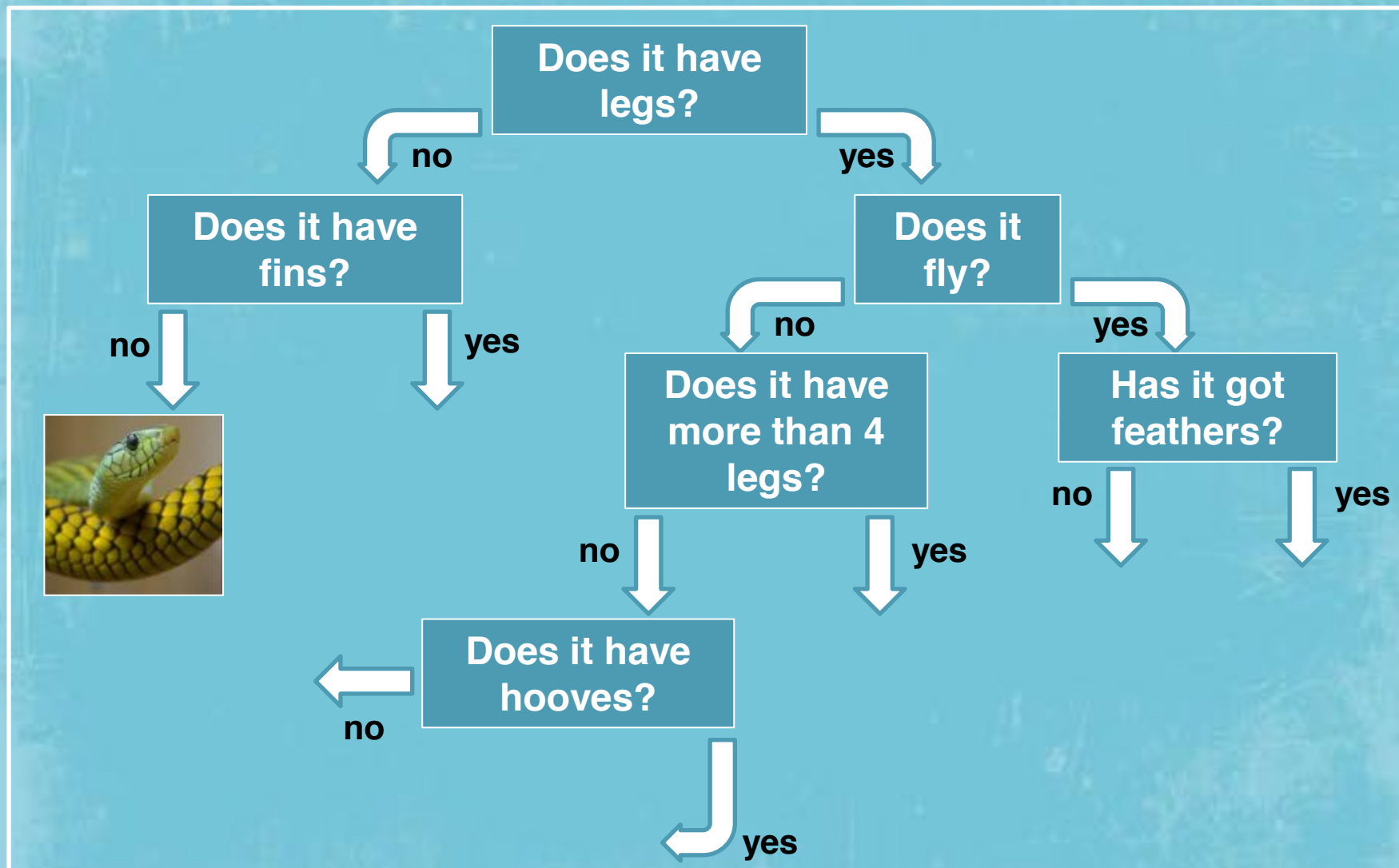

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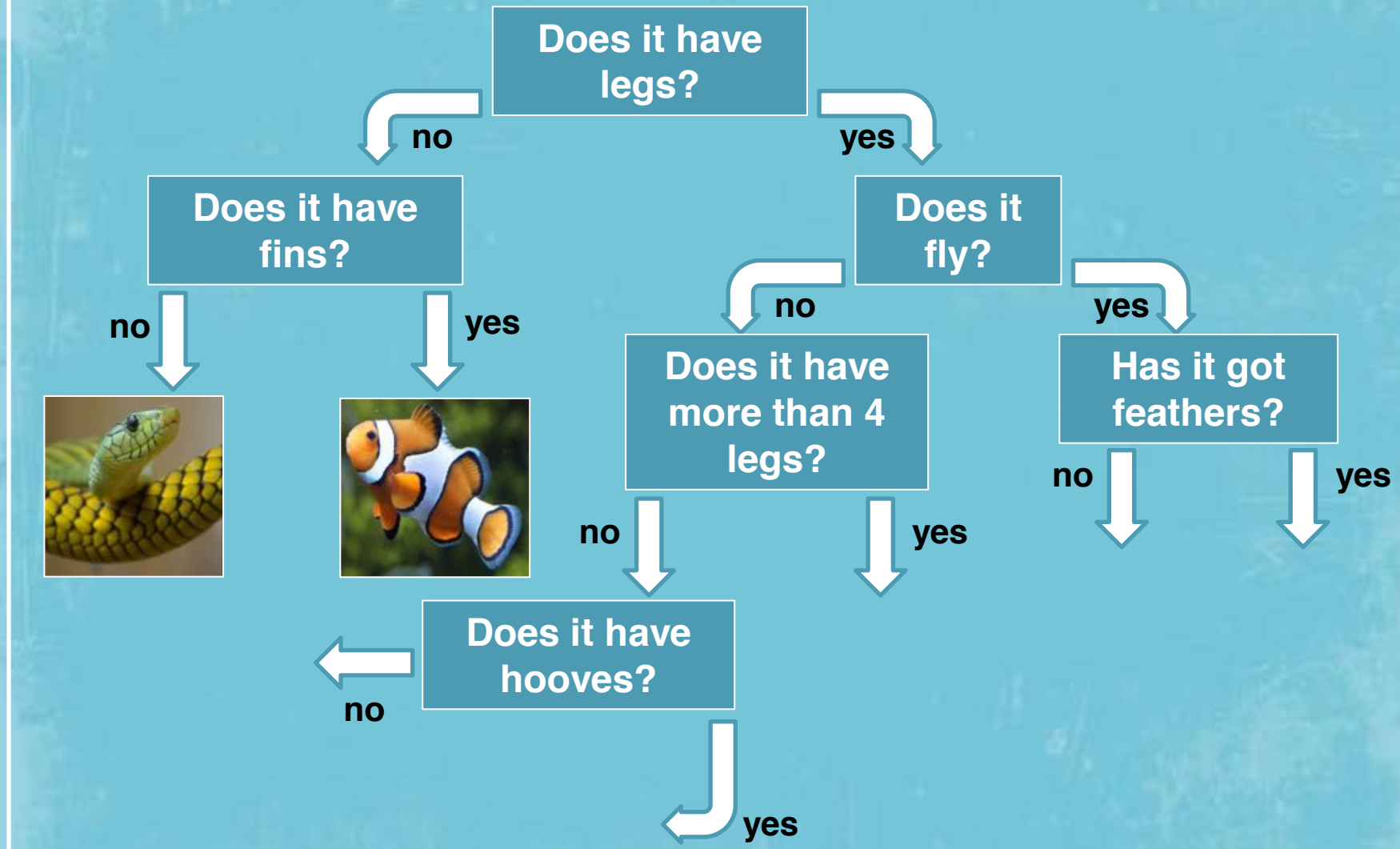

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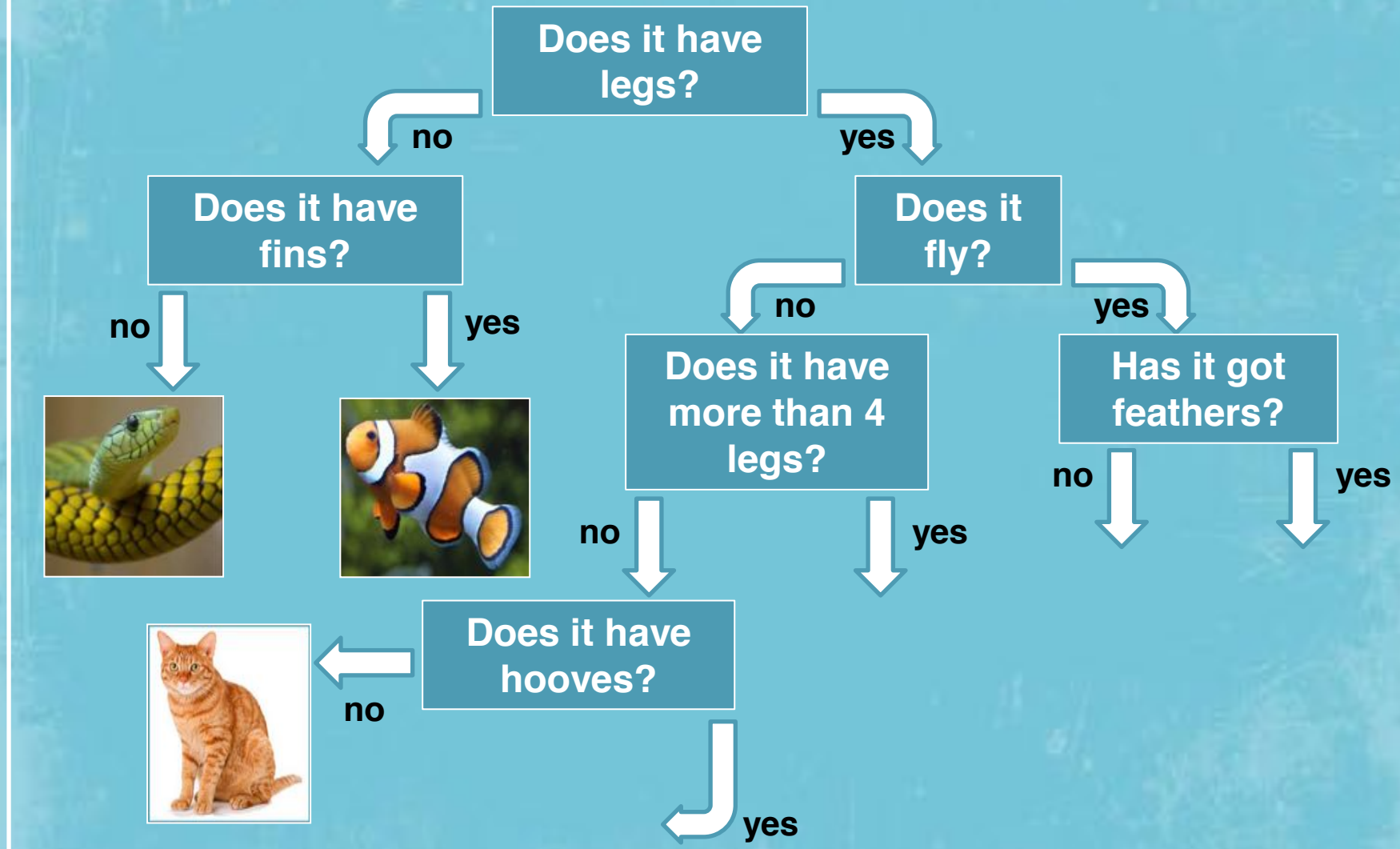

CLASSIFICATION KEYS

Does it have legs?

no

Does it have fins?

no

yes

yes

Does it fly?

no

Does it have more than 4 legs?

no

Does it have hooves?

no

yes

yes

yes

Has it got feathers?

no

yes

CLASSIFICATION KEYS

Does it have legs?

no

Does it have fins?

no

yes

yes

Does it fly?

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Does it have more than 4 legs?

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no

Does it have hooves?

no

yes

yes

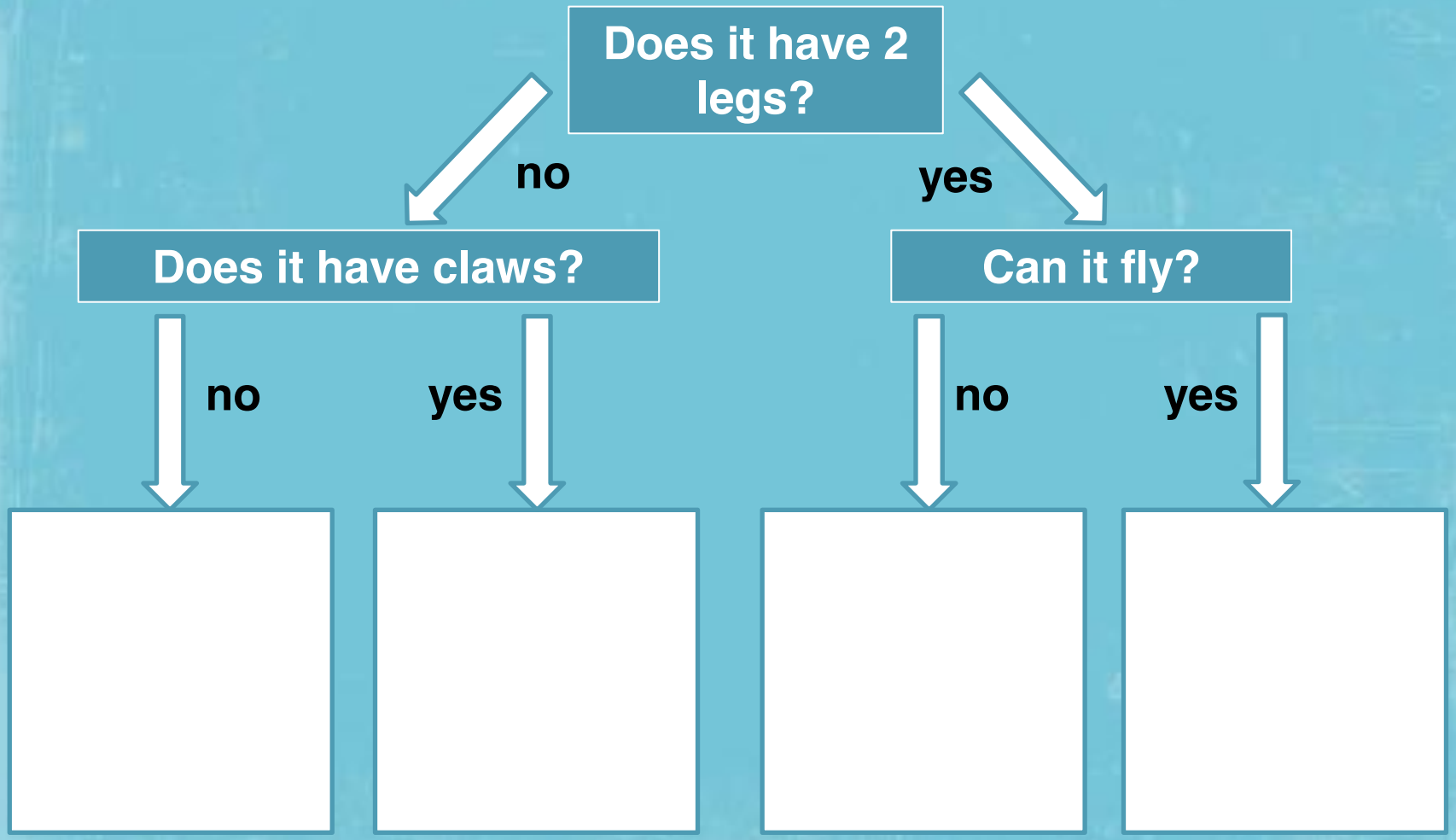
yes

Has it got feathers?

no

yes

WHAT KIND OF ANIMAL COULD GO IN EACH BOX ?



GROUPING ANIMALS

- Look at the animal cards.
- How could we group these animals?

size

How big are they?
Put them in order of size

GROUPING ANIMALS

- Look at the animal cards.
- Group by:

number of legs

MAKE GROUPS OF THOSE WITH 2, 4 AND MORE THAN 4 LEGS

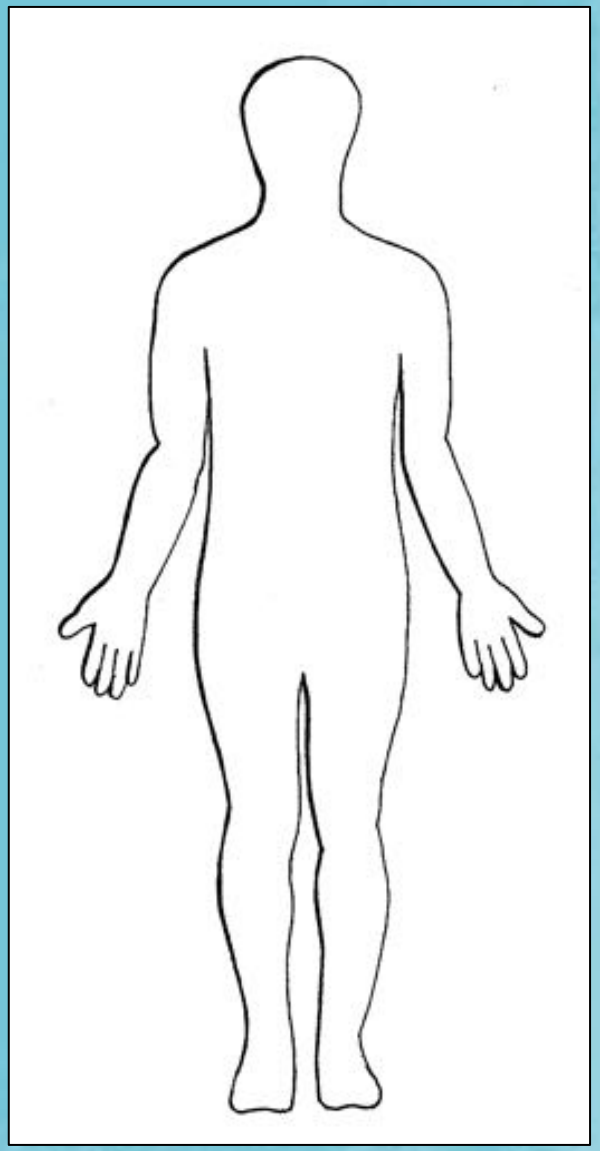
HAVE YOU GOT A BACKBONE ?

Scientists split animals into two main groups:

Vertebrates:
those with a backbone.

Invertebrates:
those without a backbone.

Humans have a backbone as part of their skeleton



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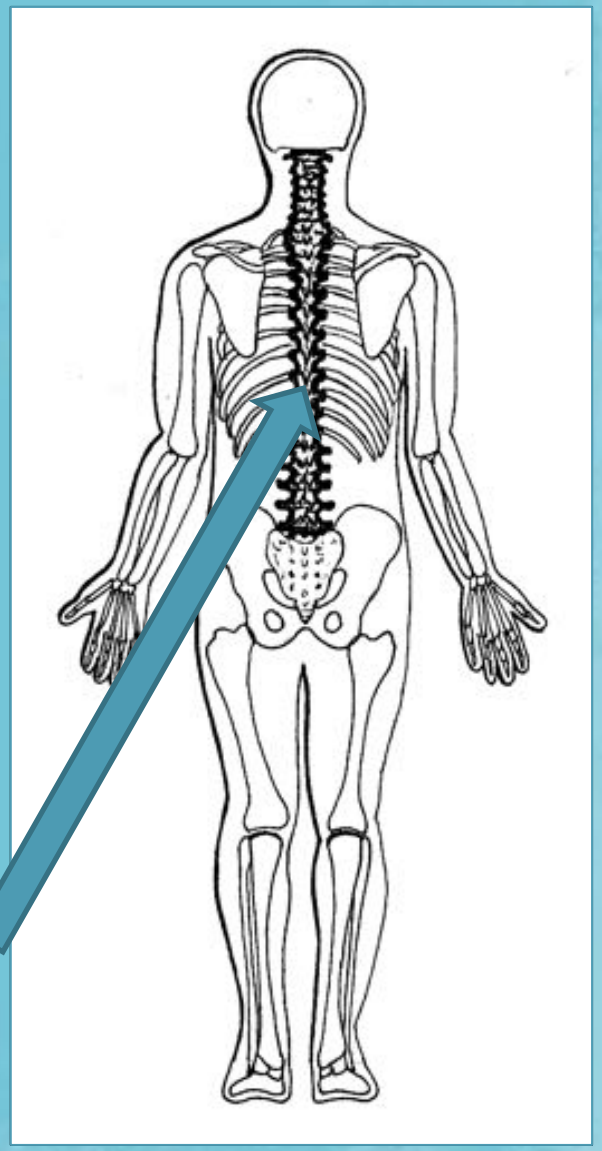
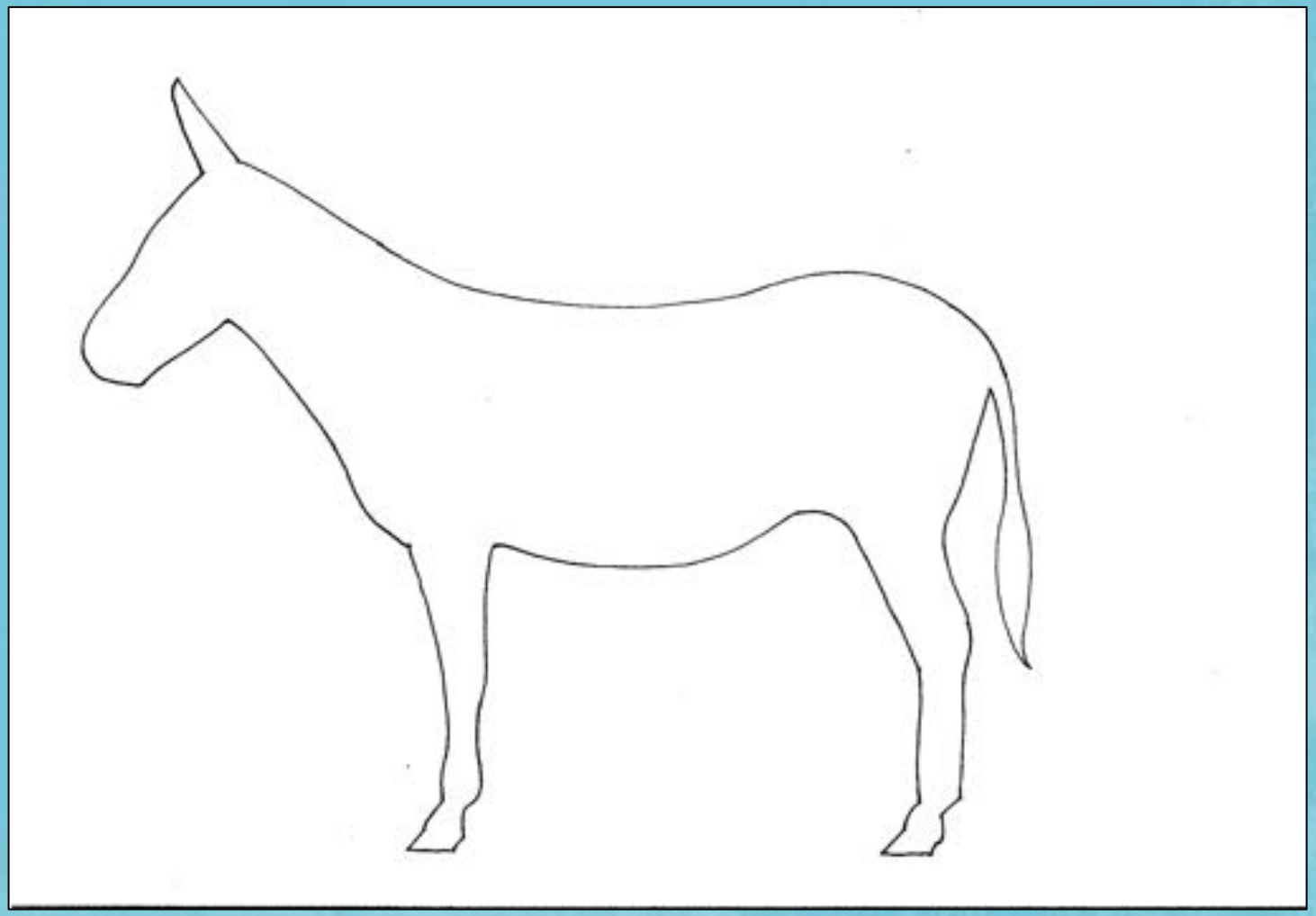


MORE VERTEBRATES

Animals like donkeys have a backbone too.



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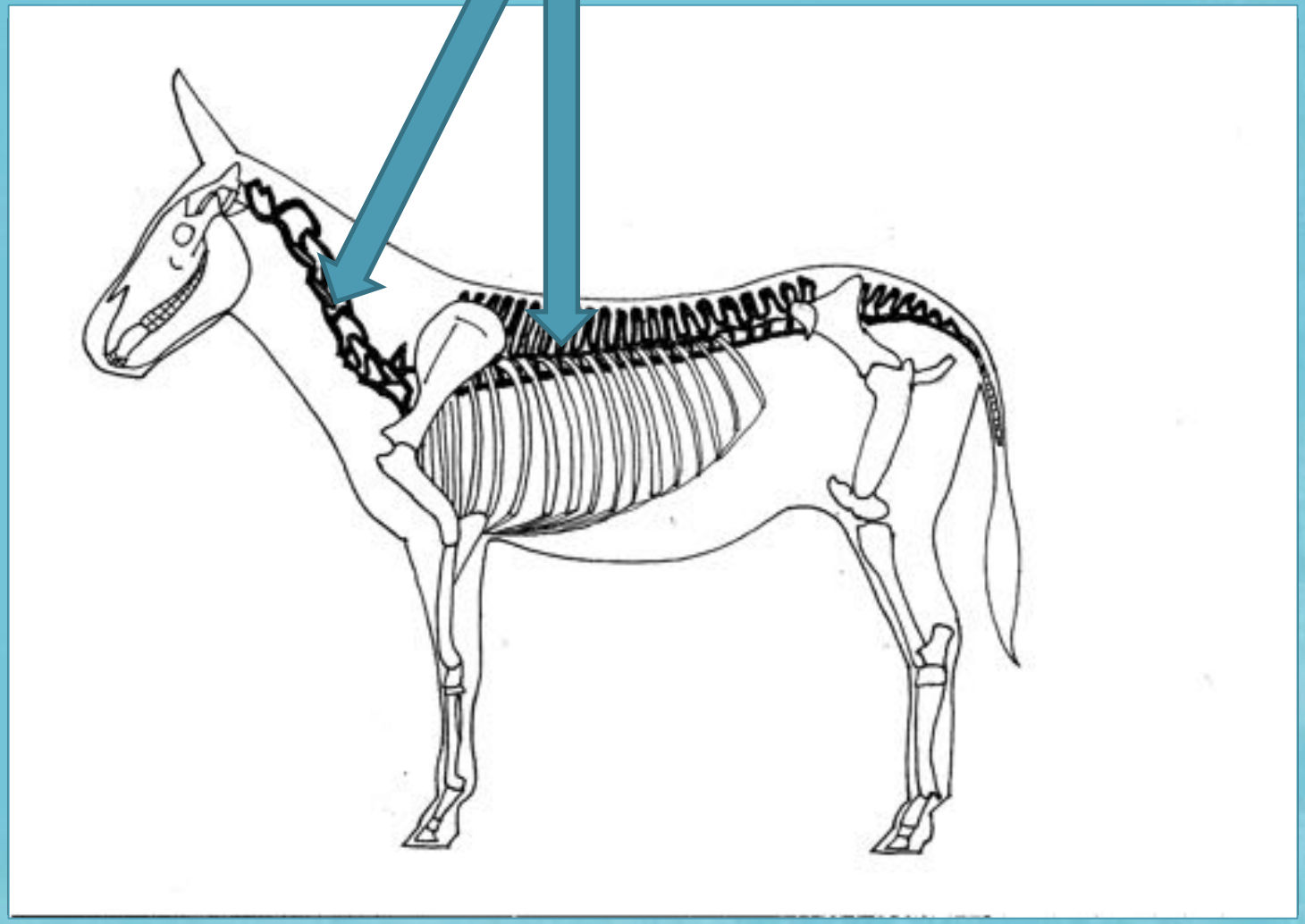
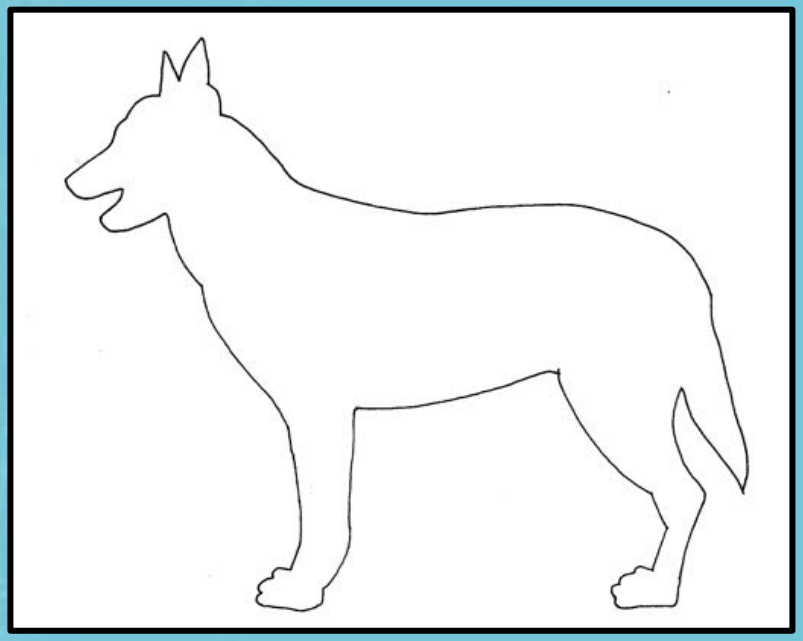
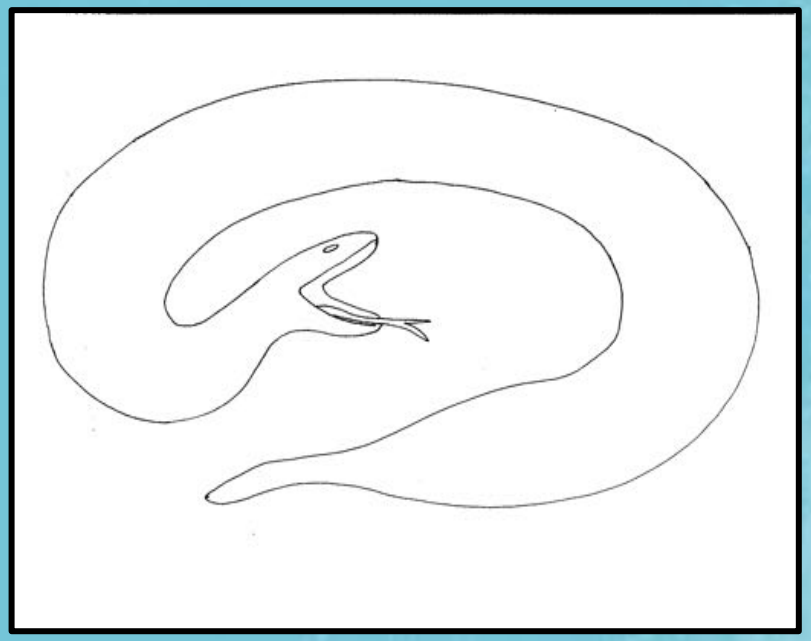


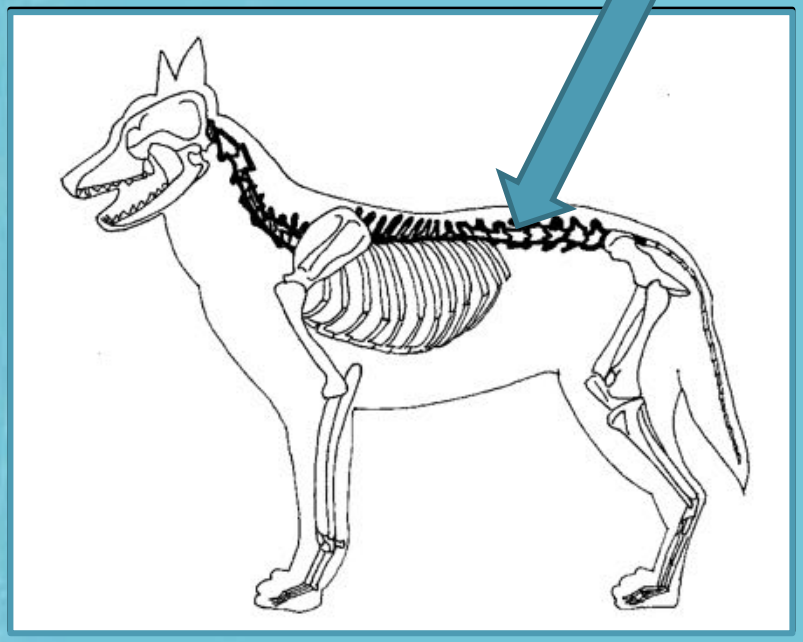
MORE VERTEBRATES

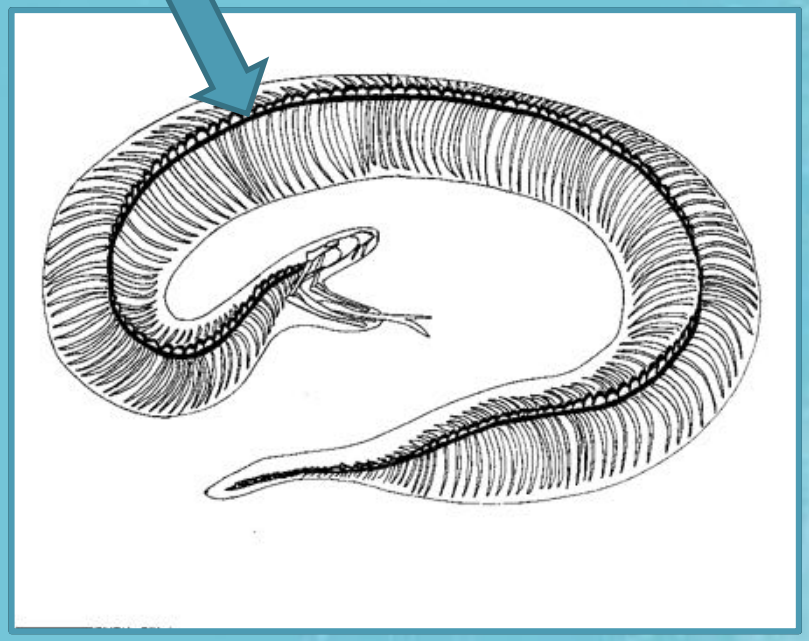




MORE VERTEBRATES

backbone

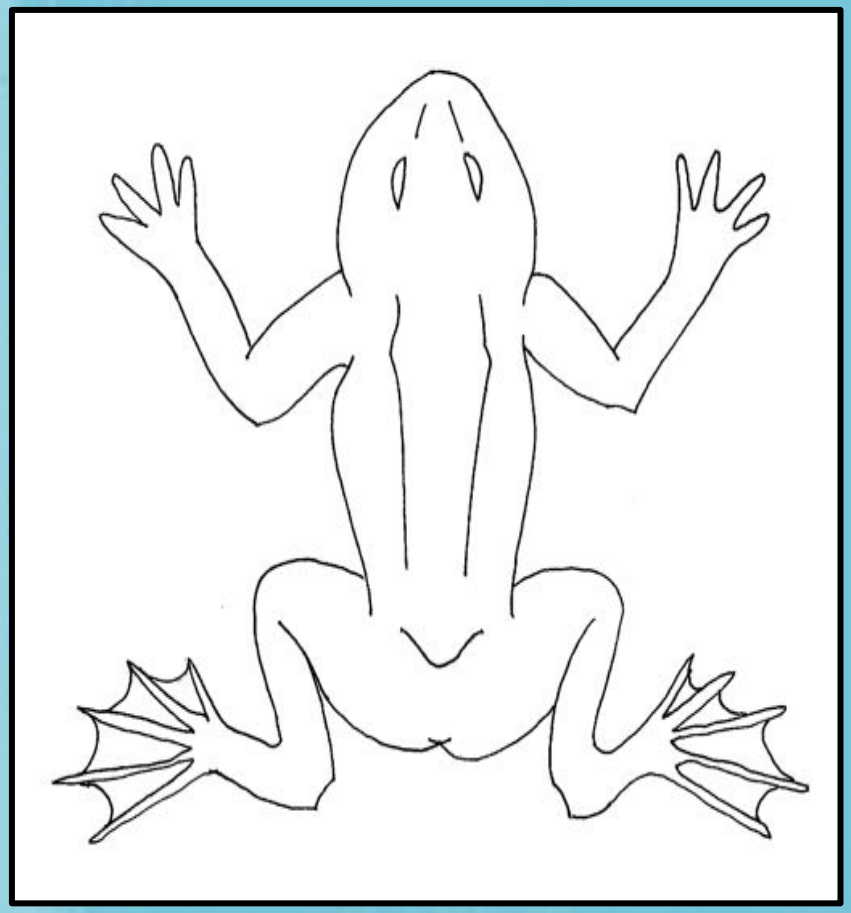


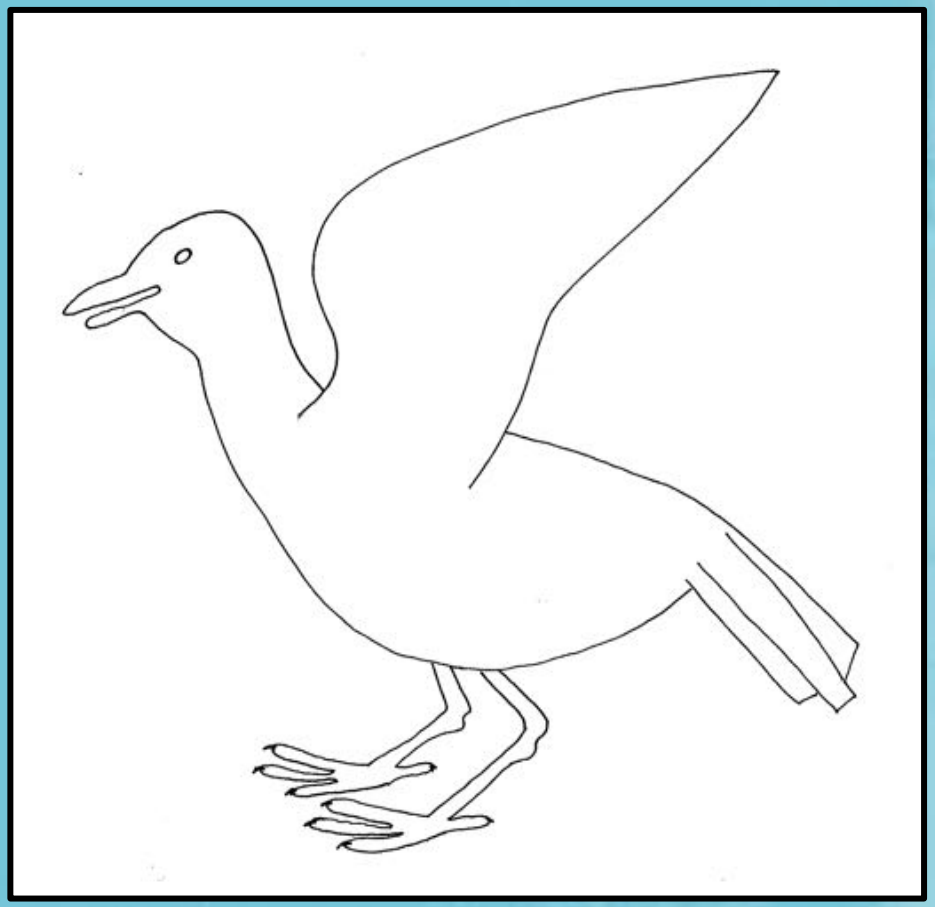


dog

snake

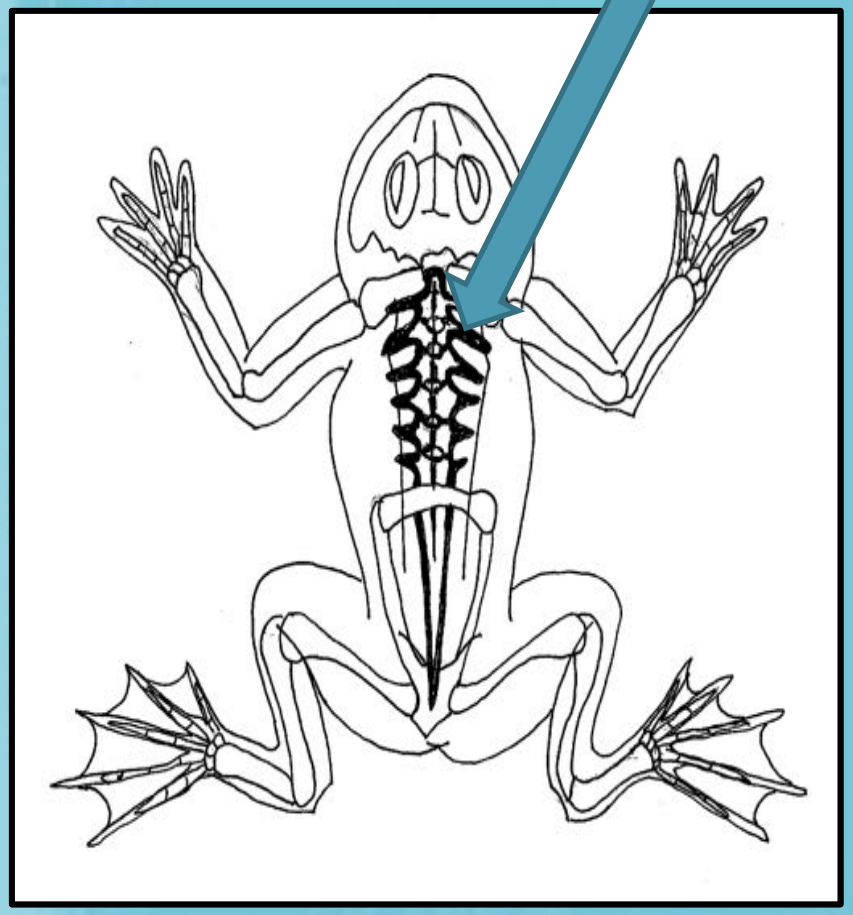
MORE VERTEBRATES

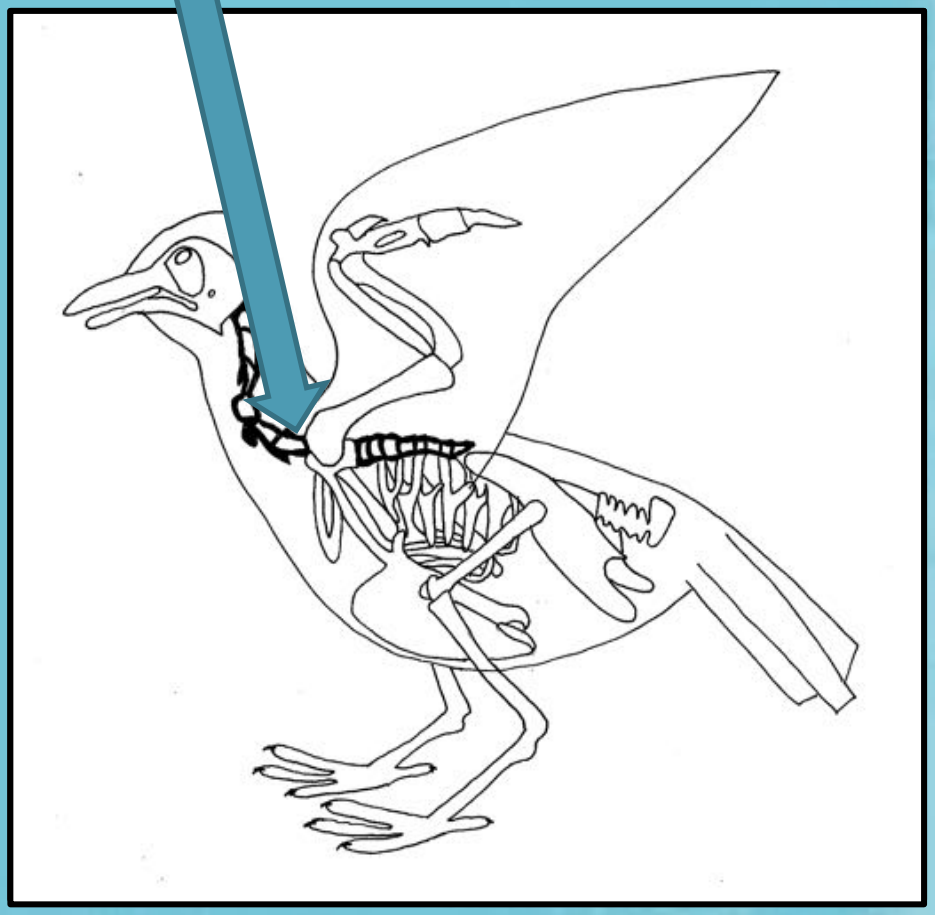




MORE VERTEBRATES

backbone



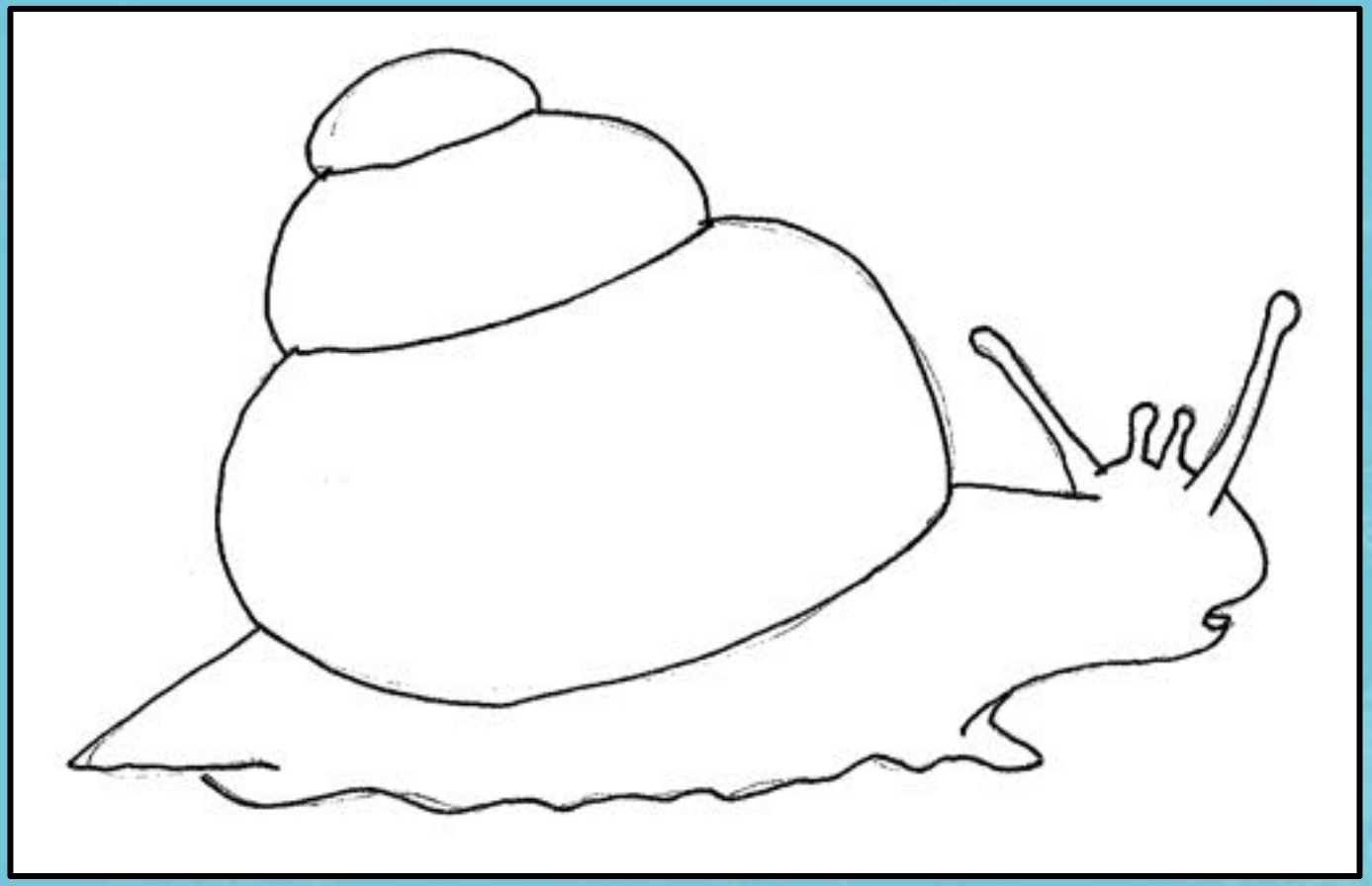


frog

bird

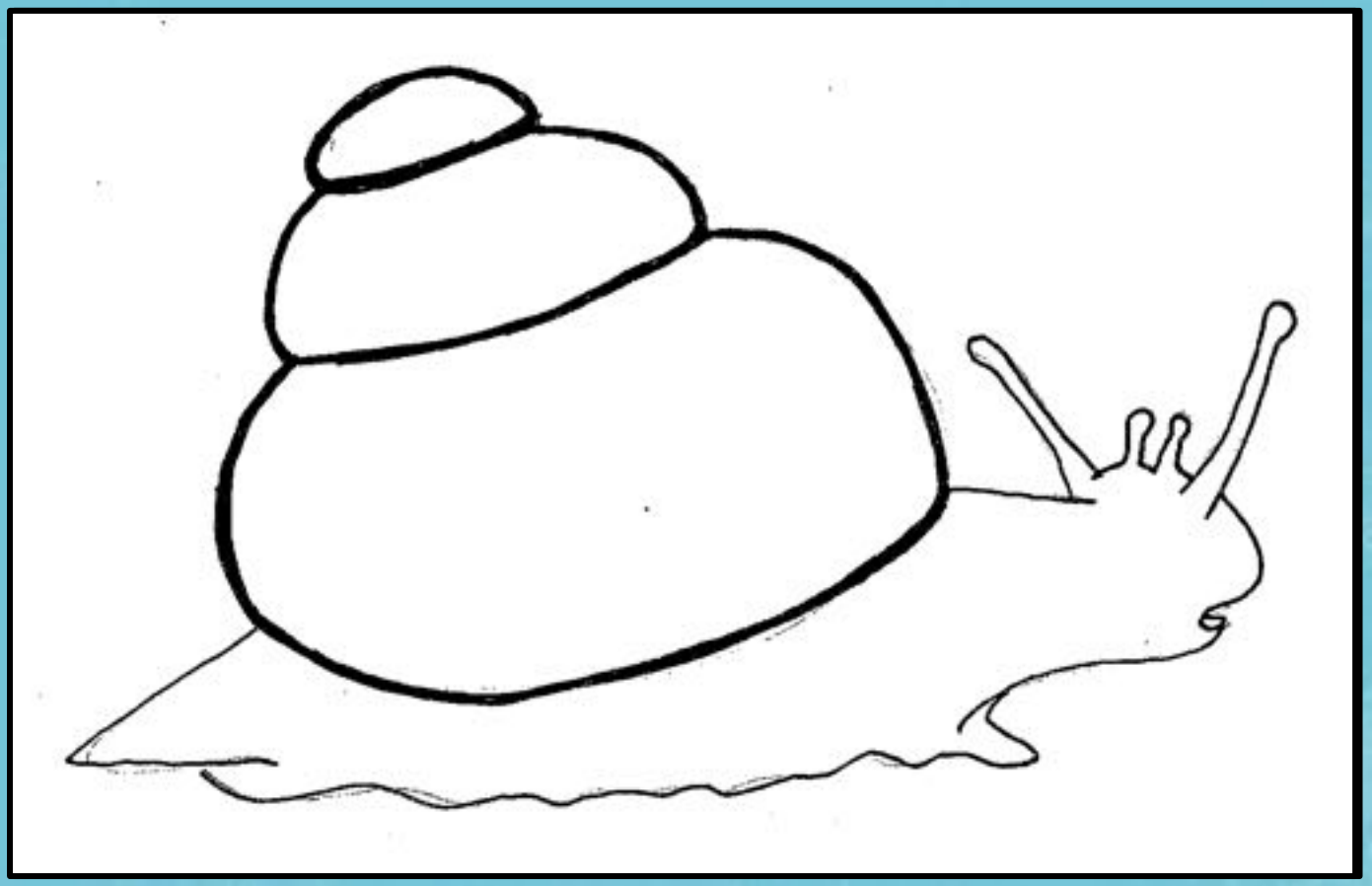
INVERTEBRATES

No backbone, they have an hard outer shell: “exoskeleton”



INVERTEBRATES

No backbone, they have an hard outer shell: “exoskeleton”
A snail has a shell for their body to fit inside.

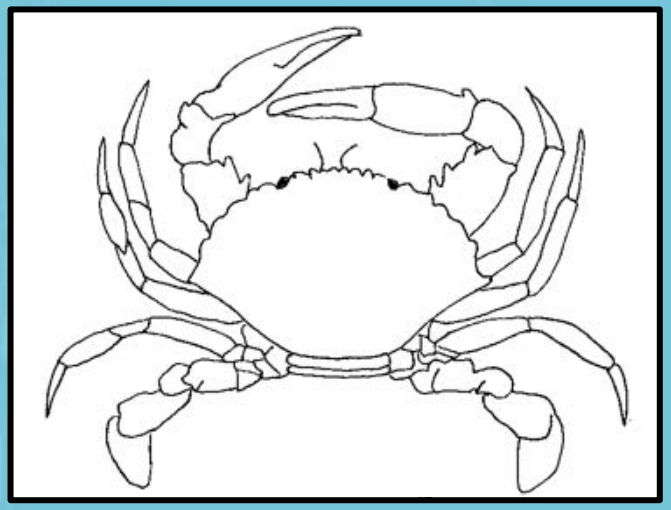


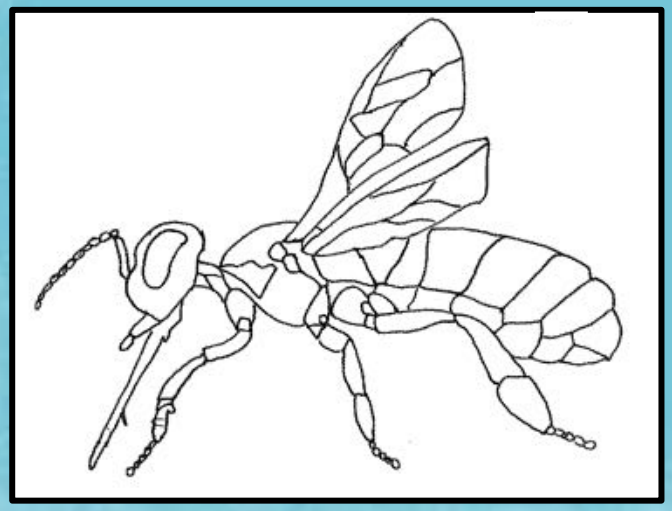
snail

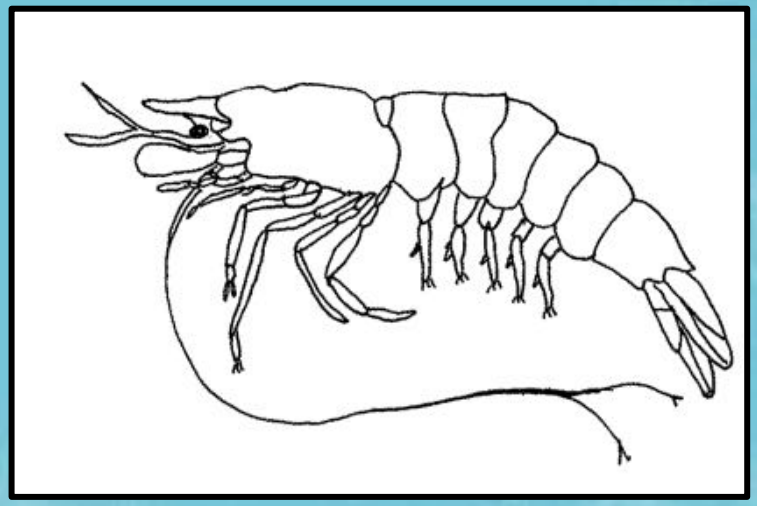
INVERTEBRATES

No backbone, their bodies have an hard outer shell:

“exoskeleton”

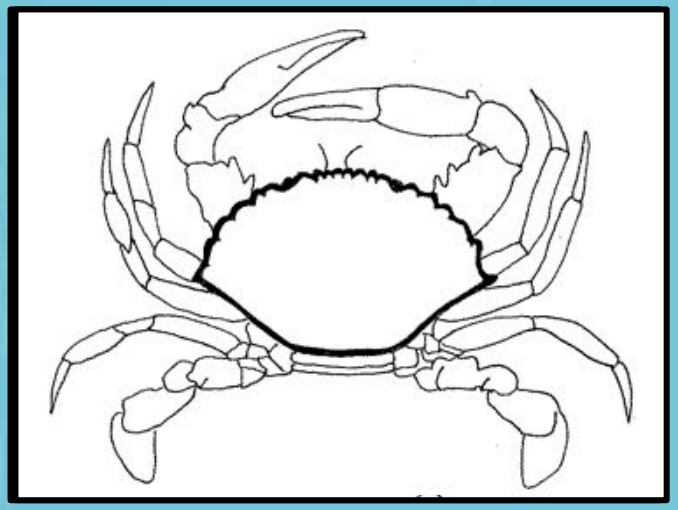






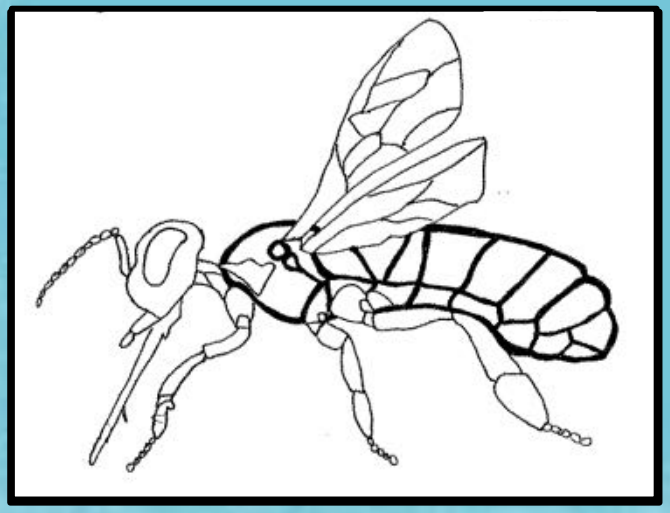
INVERTEBRATES

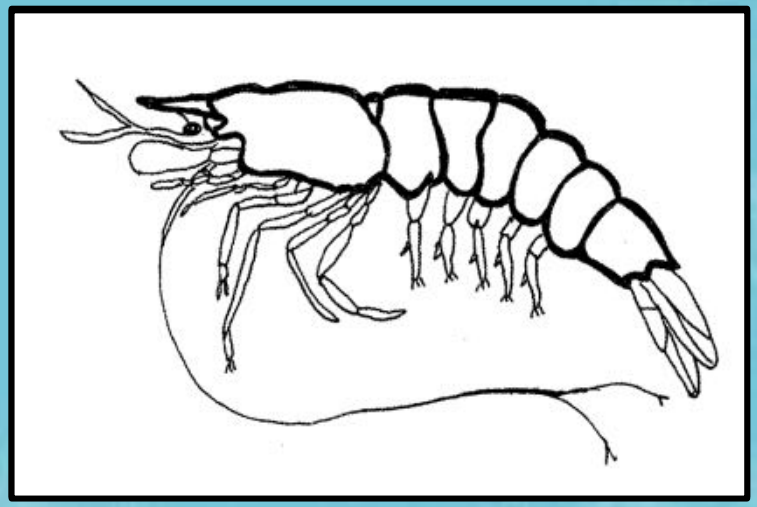
No backbone, their bodies have an hard outer shell:



“exoskeleton”

Animals such as crabs, bees and shrimps have hard outer shells all over their bodies.





GROUPING ANIMALS

Group by class:
mammals, birds, amphibians, fish, reptiles, arthropods

mammals
- Fur or hair
- Drink milk from mum

fish
- Live in water
- Scales, gills and fins

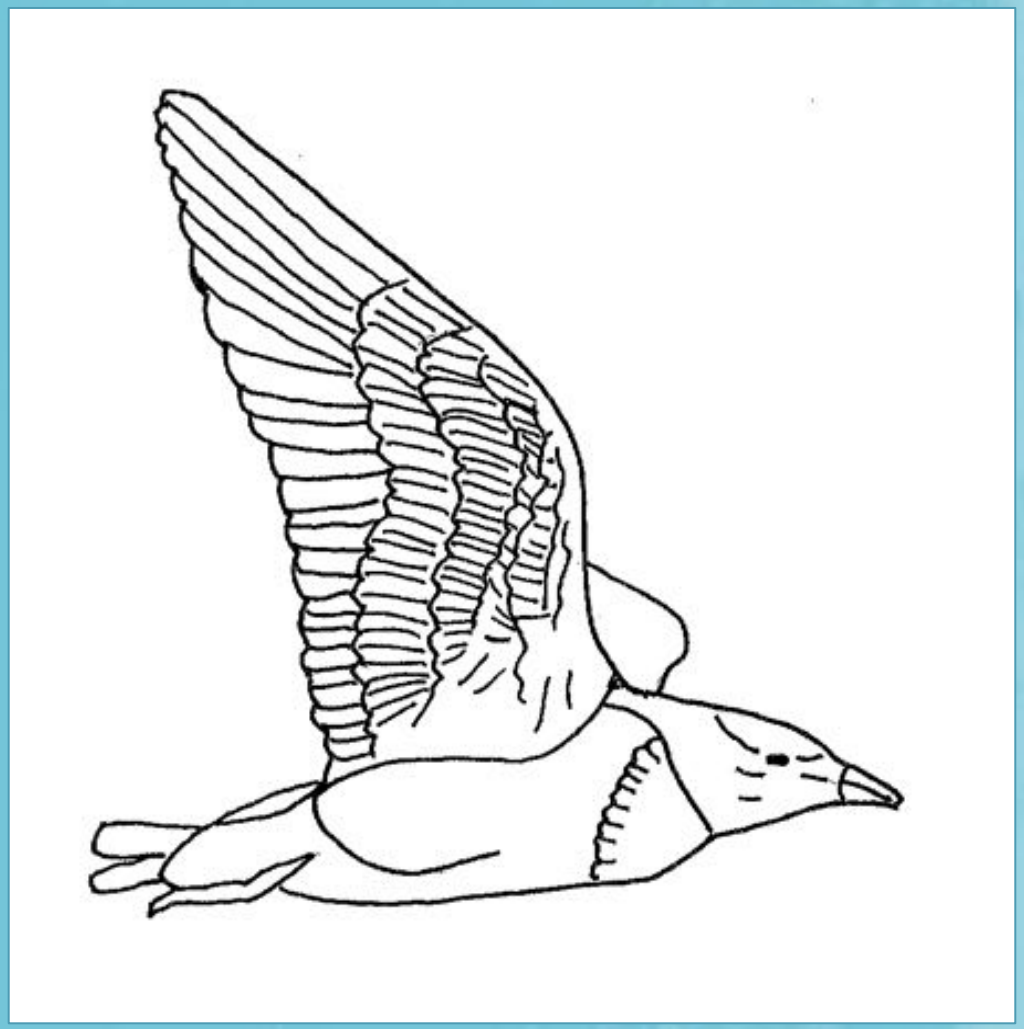
arthropods
- More than 4 jointed legs
- Body parts

birds
- Feathers
- Hard eggs

reptiles
- Scales
- Cold blood
- Born on land

amphibians
- Born in water
- Gills and then lungs
- Water to land

WHAT MAKES A BIRD A BIRD ?



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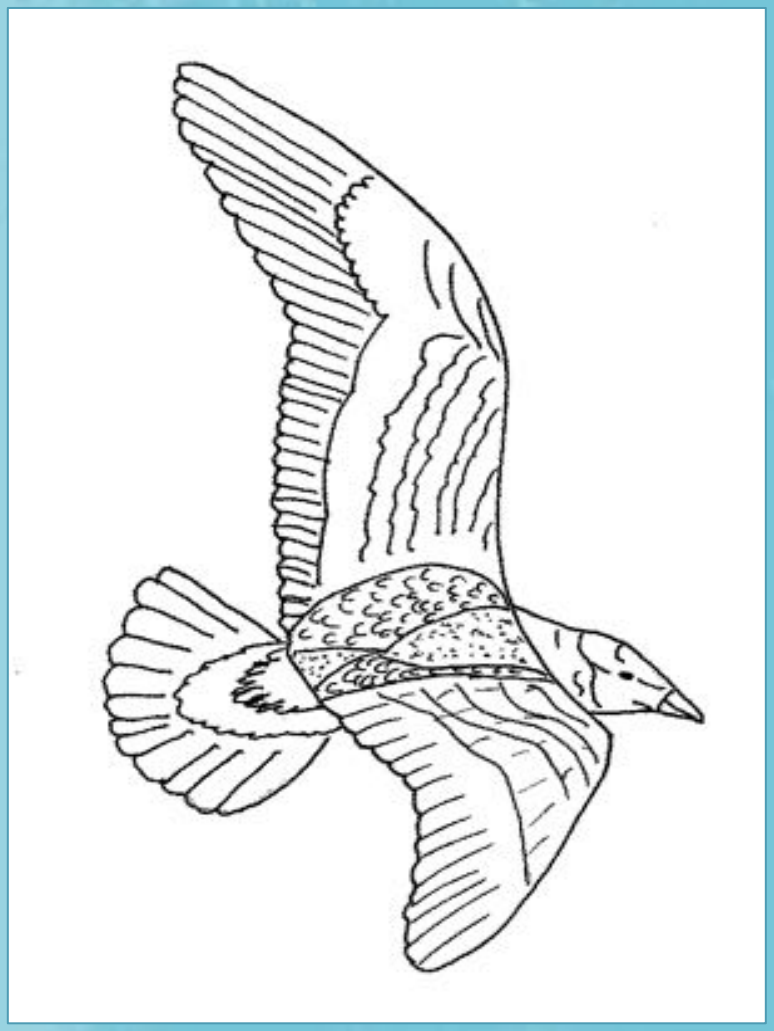

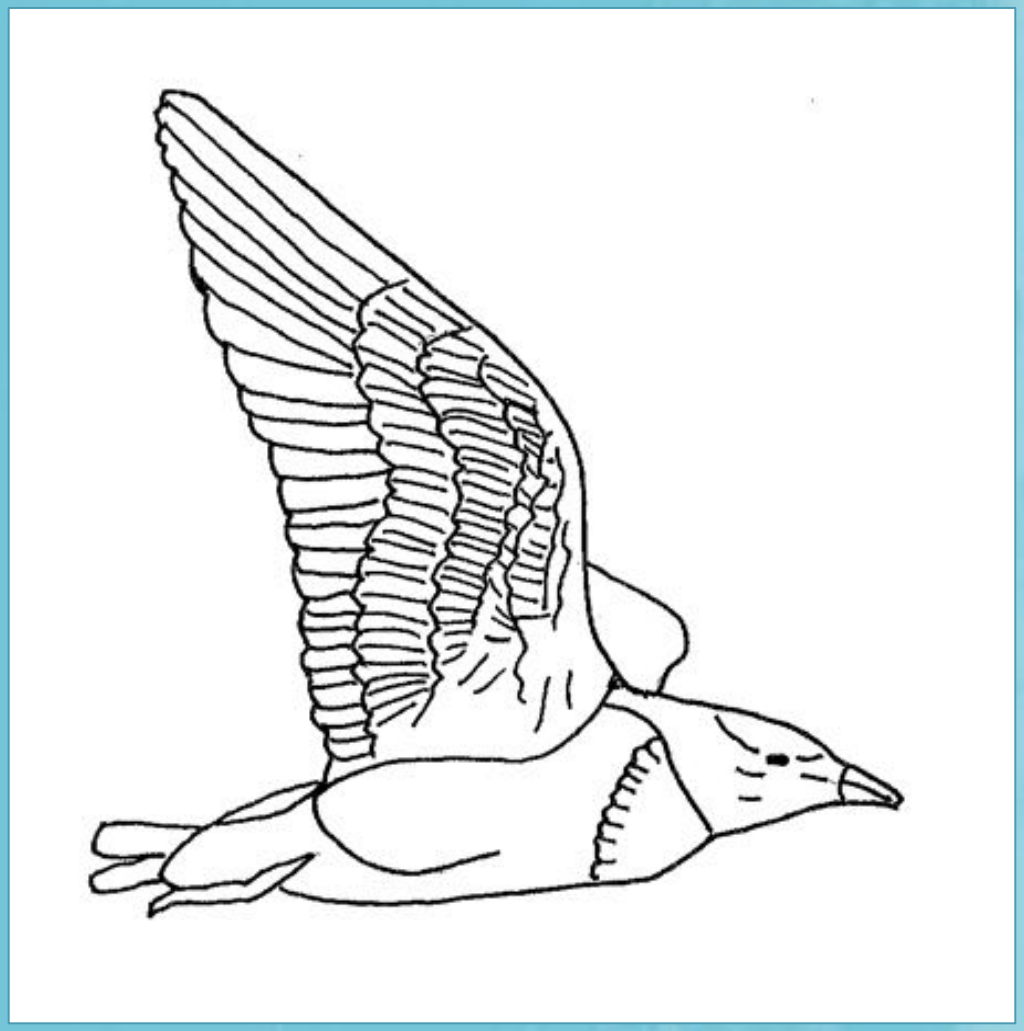

feathers **hard shelled eggs** **hollow bones**

WHAT DO LIVING THINGS NEED?

WHAT DO LIVING THINGS NEED?

food

water

air

ALIVE, DEAD OR NEVER ALIVE?

1

2

3

4

5

6

7

8

9

10

ALIVE, DEAD OR NEVER ALIVE?

alive	dead	never alive

ALIVE, DEAD OR NEVER ALIVE?

alive	dead	never alive
tree	fossil	kettle
dog	apple	pebbles
penguin	leather shoes	plastic turtle

LIVING THINGS?

Choose items to write into the columns, answer the questions Yes or No.

	animals _____	plants _____	never been alive _____
Does it need oxygen / air?			
Can it grow larger?			
Does it need food?			
Does it move at all?			
Does it react to what is happening around it?			
Can it make other living things like itself?			
Can it get rid of waste from itself?			

Do you now know how to tell if something is alive?

IDENTIFY THE ANIMAL

IDENTIFY THE ANIMAL

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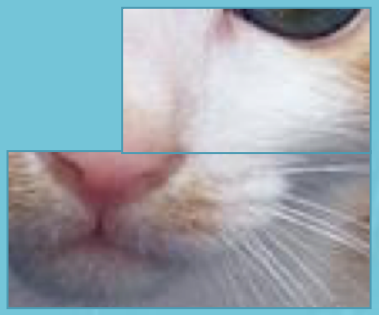
IDENTIFY THE ANIMAL



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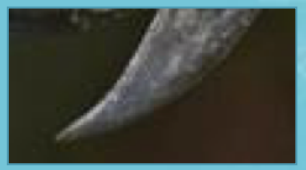

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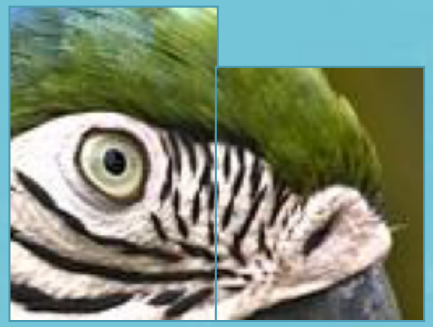

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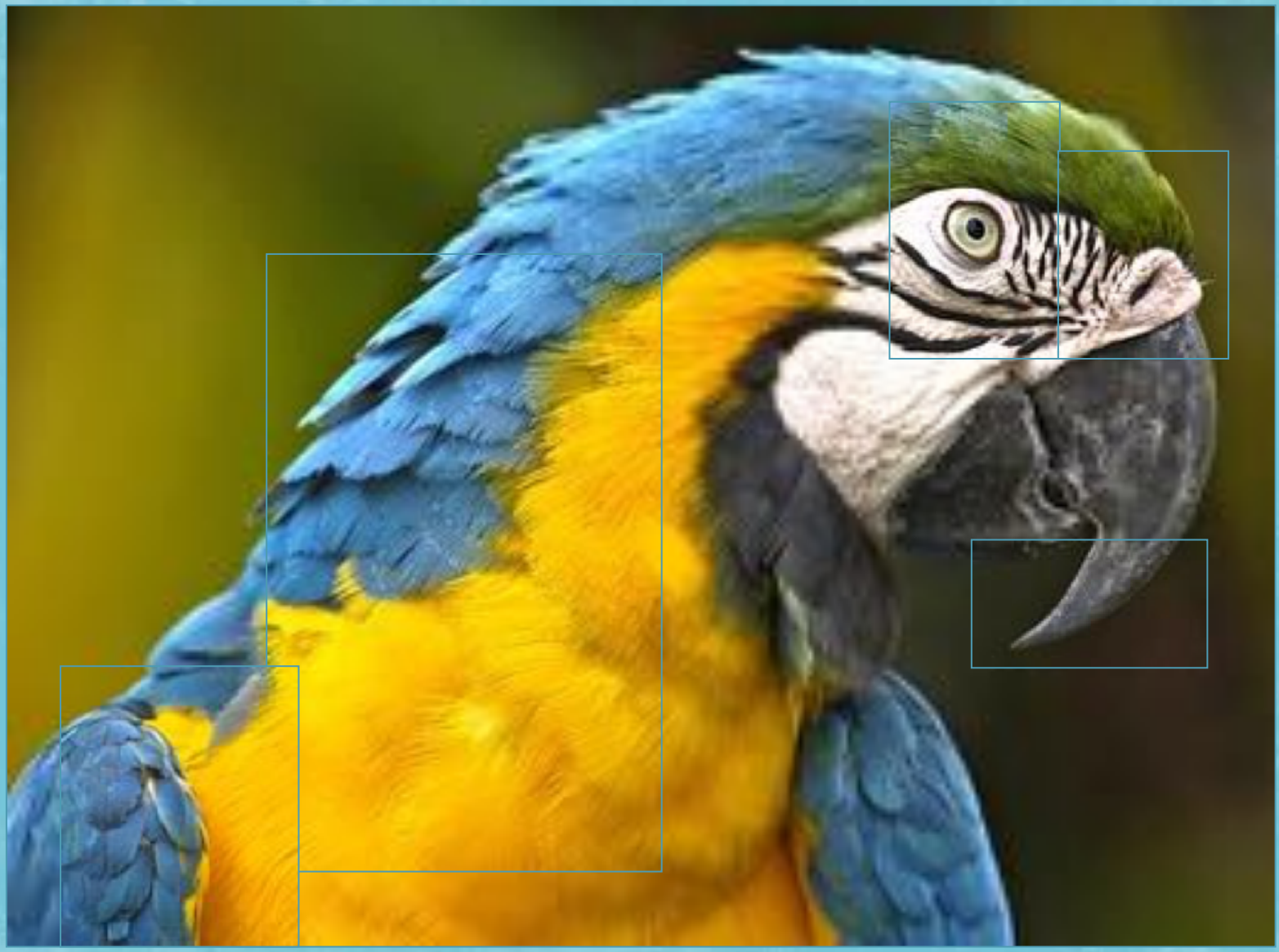

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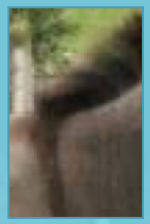

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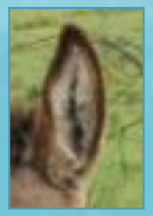

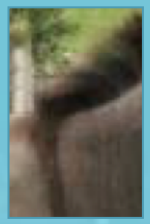

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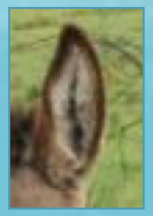
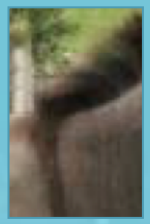




IDENTIFY THE ANIMAL

REVIEW OF LEARNING

Compare these three animals

REVIEW OF LEARNING

Compare these three animals

Can you name an animal that has wings, but no legs?

DO YOU KNOW THESE PLANTS?

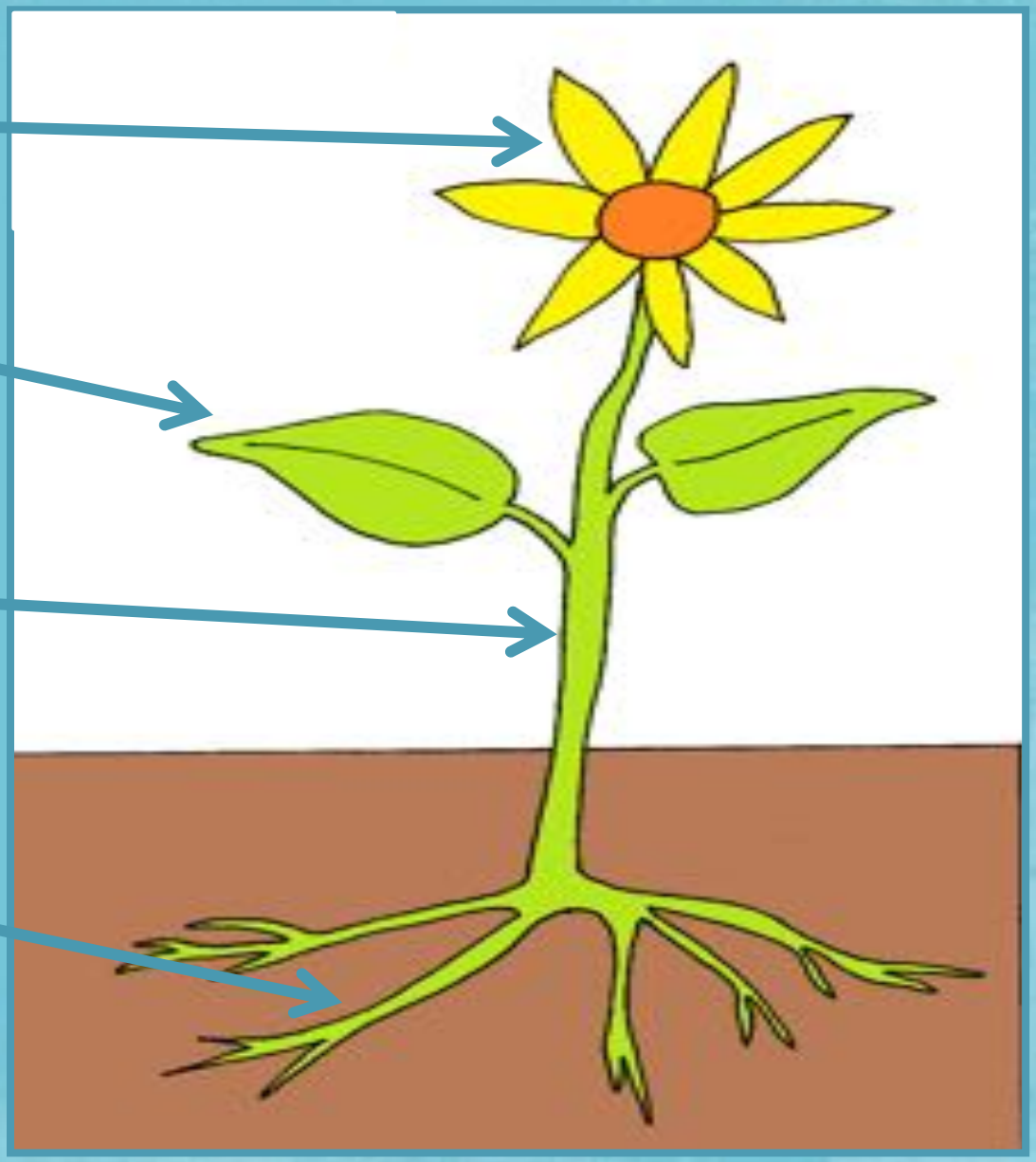
PARTS OF A FLOWERING PLANT

flower

leaf

stem

roots



CLASSIFYING PLANTS

plants

flowering

Examples

Buttercup

Primrose

Apple tree

non flowering

Examples

Moss

Fern

Conifer

HOW CAN WE COMPARE THESE PLANTS?

HOW CAN WE COMPARE THESE PLANTS?

leaves | flowers | fruit | size | colour

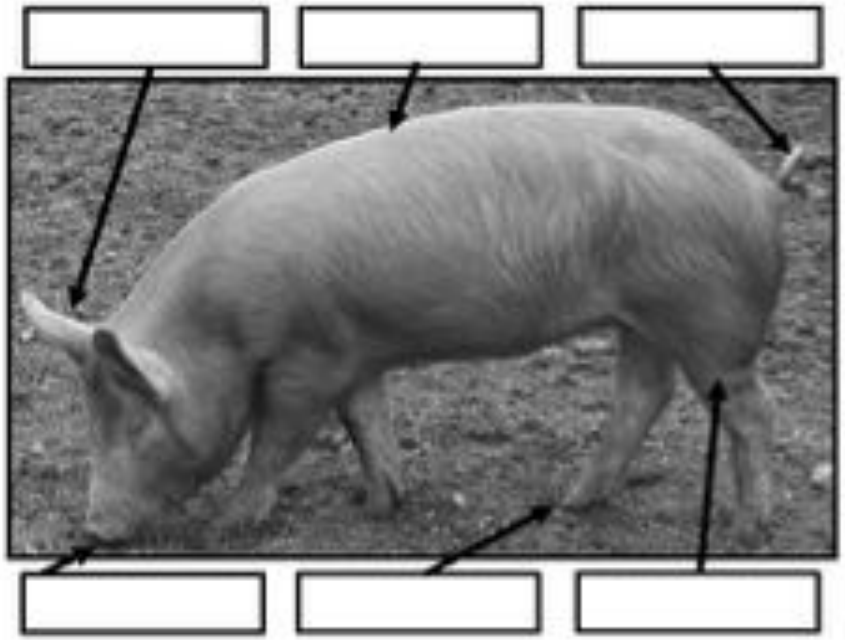
HOW CAN WE COMPARE THESE PLANTS?

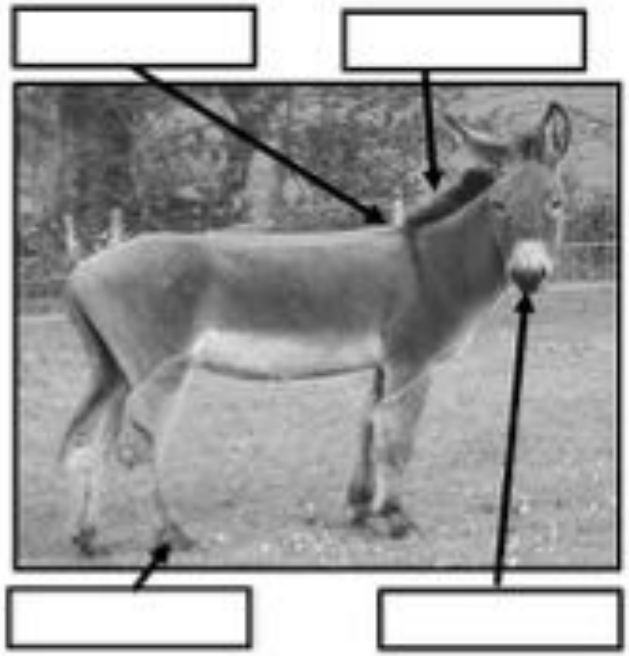
Describe the animals and explain using the features below:				
leaves				
flowers				
fruit				
size				
colour				

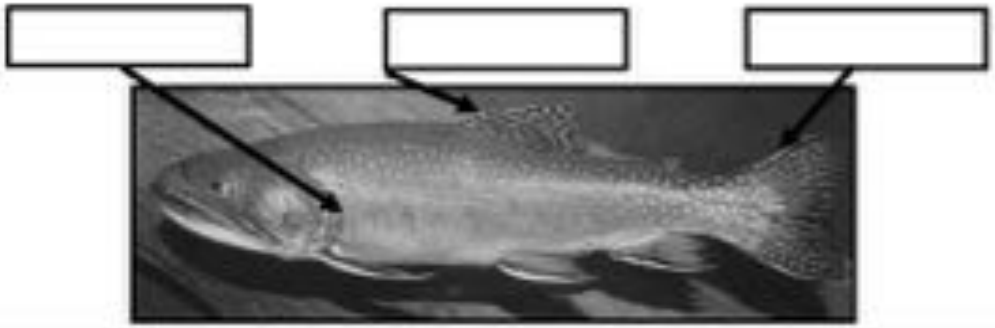
INDEPENDENT LEARNING (Lesson 1:5)

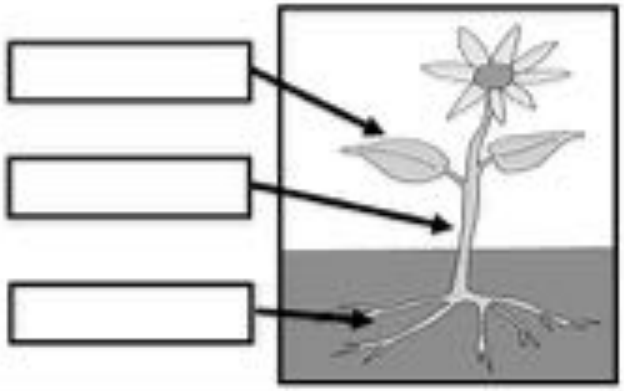
THE DONKEY SANCTUARY

Name the different parts of the animals and plants









Name:_____ Class:_____

INDEPENDENT LEARNING

Independent learning 1

Choose two different animals or plants:

- Draw them and label their body parts
- List 3 things they have similar
- List 3 things they have different

Independent learning 2

- Create a fact file about a group of animals or plants to explain what they have got in common?

Independent learning 3

- Write three detailed sentences to describe three animals or plants

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WORKING WORLDWIDE


IN 1969, A SINGLE ACT OF COMPASSION

ANIMALS AND THEIR HABITATS: KS1

LESSON 2

LOCAL MICRO HABITATS

A teaching resource developed
The Donkey Sanctuary

REMEMBER……..
WHAT DO LIVING THINGS NEED?

REMEMBER……..
WHAT DO LIVING THINGS NEED?

food **water** **air**

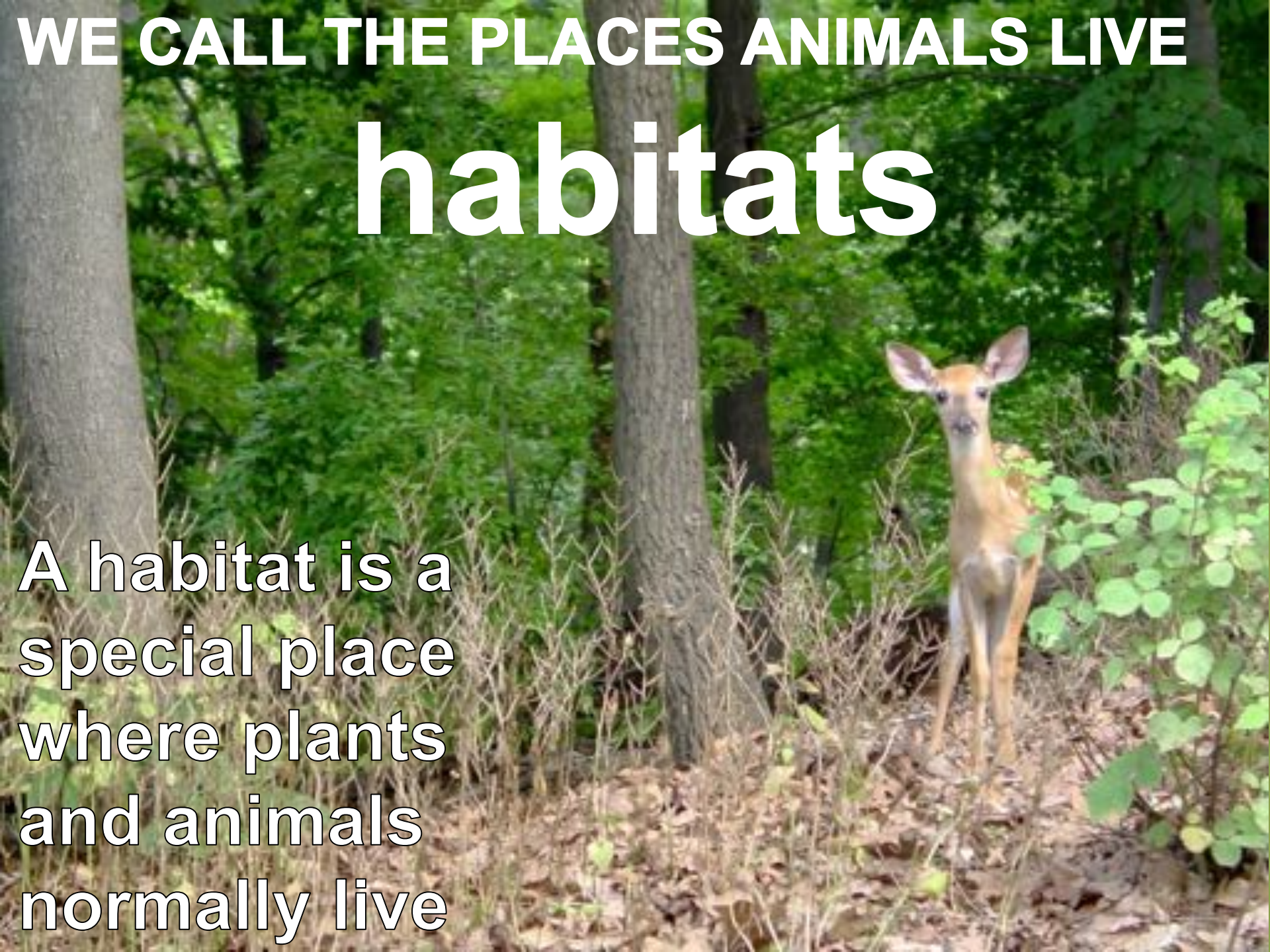
They get these from where they live……

WHERE DO ANIMALS LIVE ?

Look out the window, are there any places where animals could live?


WE CALL THE PLACES ANIMALS LIVE


WE CALL THE PLACES ANIMALS LIVE
habitats


WE CALL THE PLACES ANIMALS LIVE
habitats
A habitat is a special place where plants and animals normally live

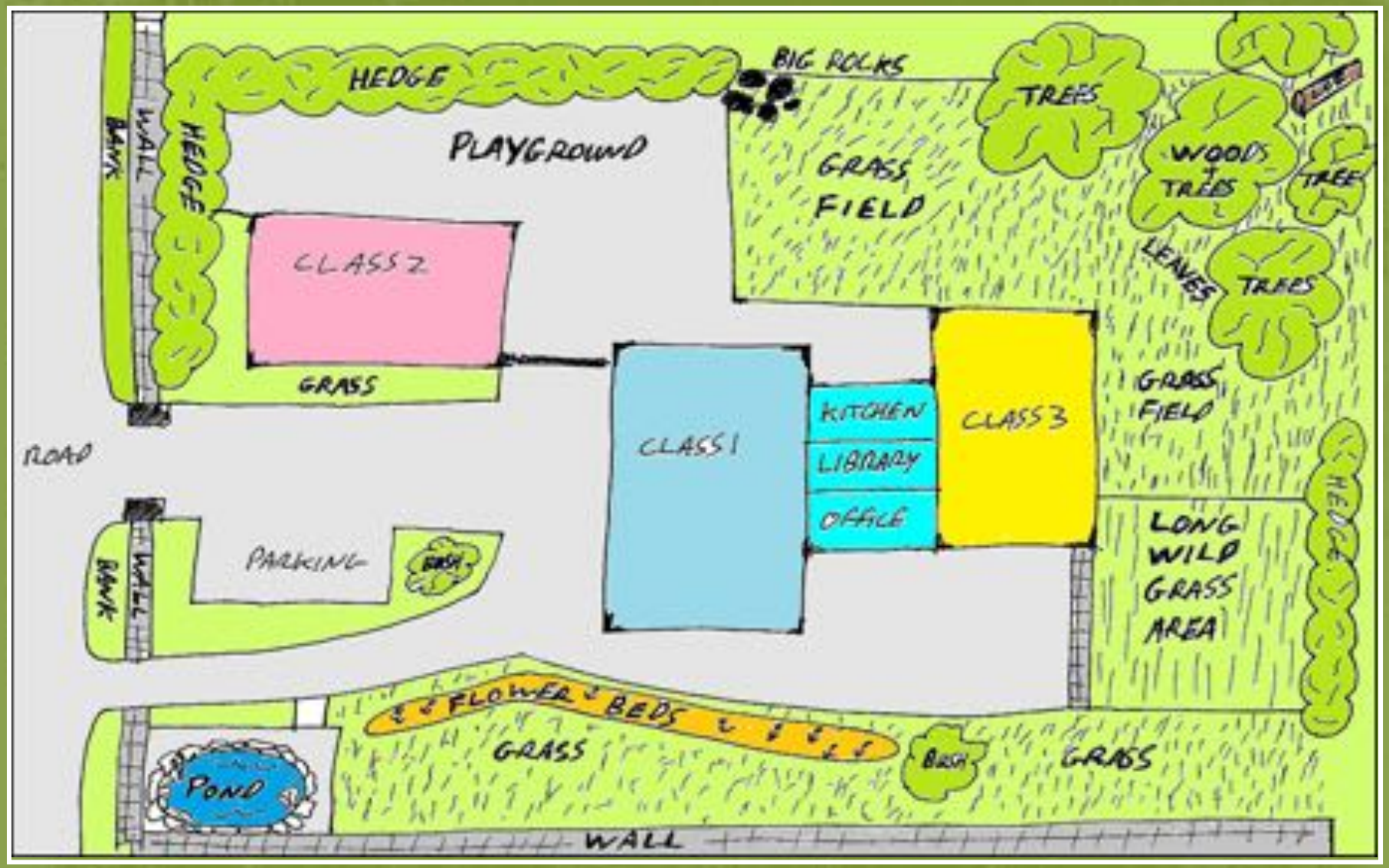
LOCAL HABITATS: (Around school)

- Identify and make a list of the different habitats around the school.
- Draw a map of where the habitats are.
- Make a note of what the habitat is like: wet, dry, sunny, shady, hot, cold, soil, plants and any other things like rocks or stones.
- Draw two of the local habitats around the school. Make sure you label the parts of the habitat.

MAKE A LIST OF THE SCHOOL HABITATS

- flower beds
- grass and field
- woods and trees
- fallen trees
- pond
- big rocks
- playground
- stone walls
- hedges
- long wild grass
- bush
- grass bank

DRAW A MAP OF WHERE THE HABITATS ARE



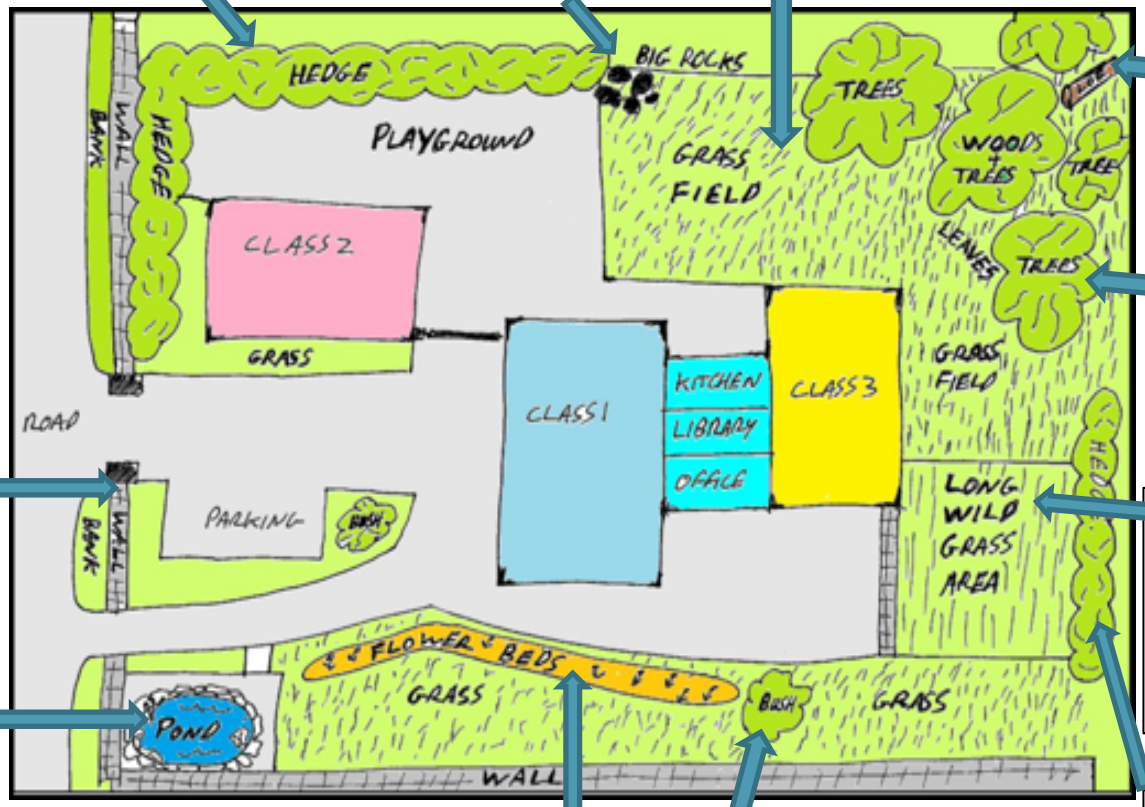
LIST THE SCHOOL HABITAT FEATURES

MY SCHOOL HABITATS

Hedge:
Shady, dry underneath

Rocks:
Shady, wet underneath

Grass:
Hot, no shade,



Log:
Damp under, rotten leaves

Trees:
Shady, dry under

Wall:
Dry, lots of cracks and holes, moss

Long grass:
Good cover, lots of leaves and seeds,

Pond:
Wet, rocks around, plants in water

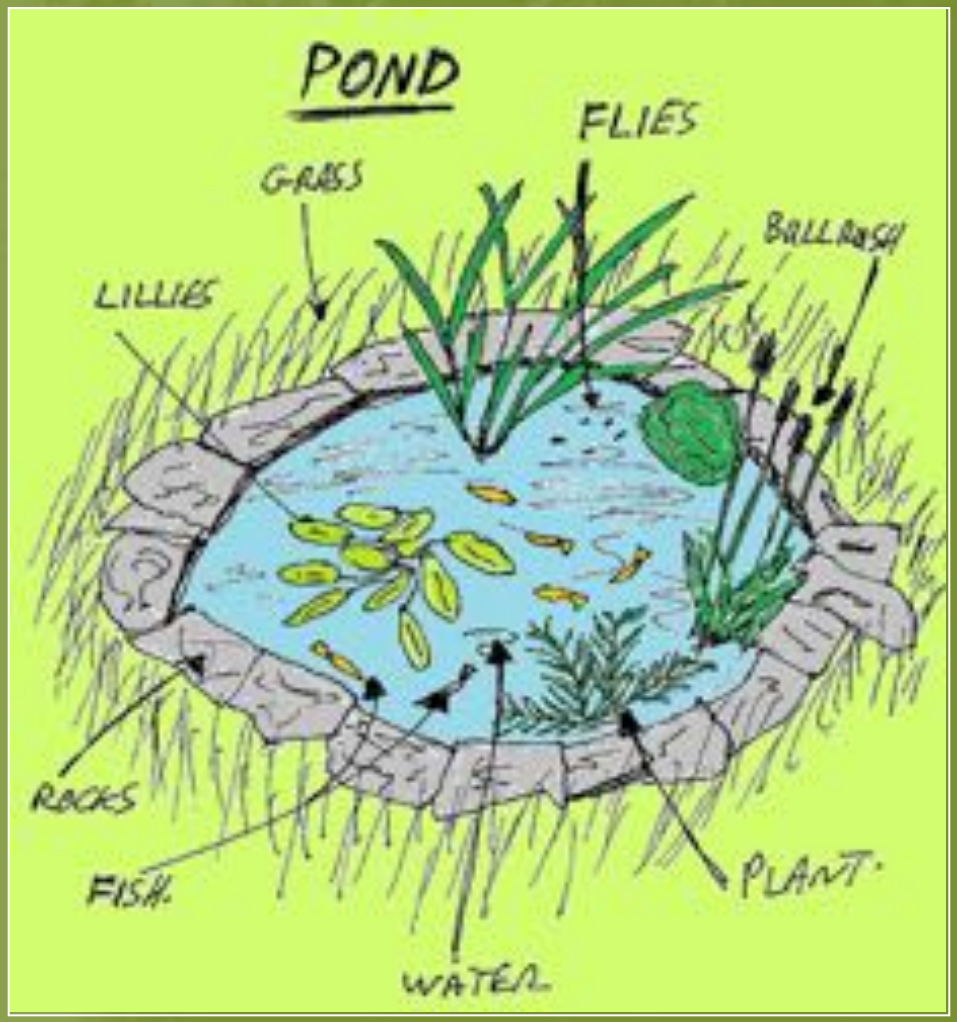
Flower beds:
Dry soil, hot, petals on soil

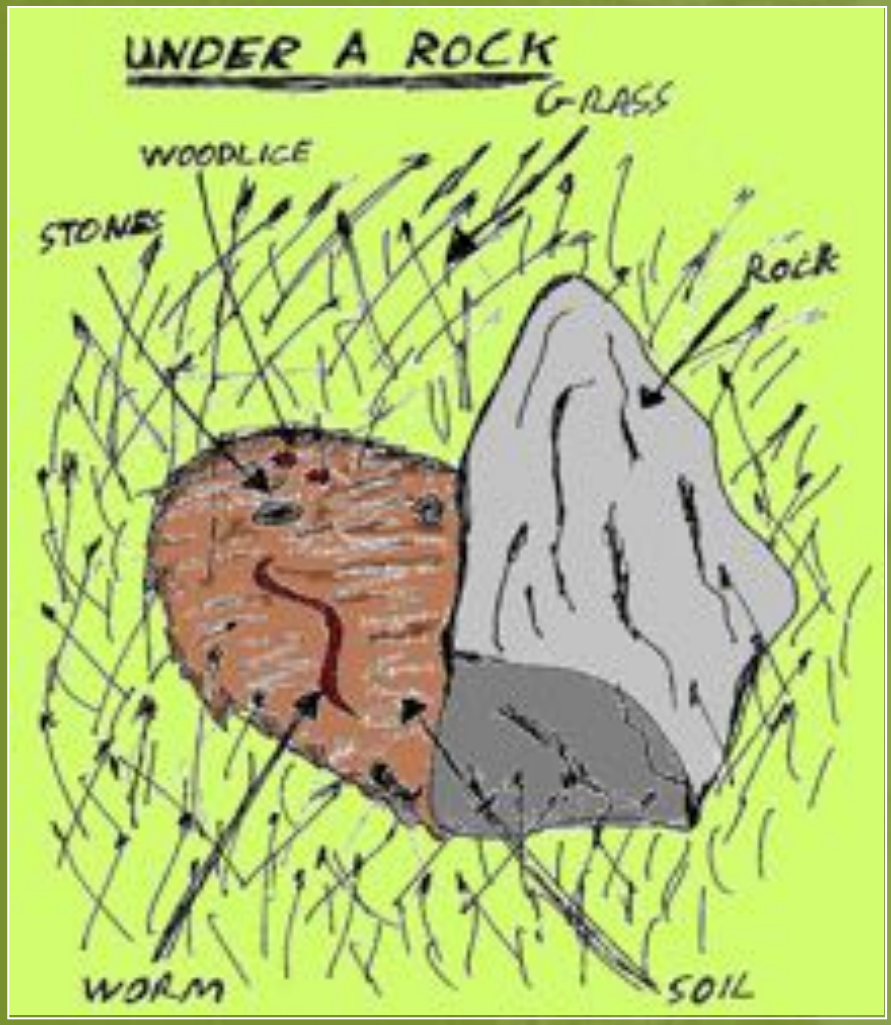
Bush:
Shady, leaves, dry under

Hedge;
Shady, dry underneath

Does colouring in the areas help the map?

DRAW AND LABEL TWO SCHOOL HABITATS





Wet, rocks, water plants, fish, flies, grass. Lilly leaves give shade to the fish

Soil is damp and dark. Worms, woodlice, grass around it. Heavy rock.

Does colouring in the drawings help?

WHICH HABITAT DO WOODLICE PREFER? Let us investigate !

1. Carefully brush some woodlice into a container with a paintbrush. Be careful with them, they are living things.
2. Get a plastic tray, divide into four and make the following areas:

   - Dark and dry: cover this with a piece of black sugar paper. Wrinkle it a little so they can get underneath.
   - Dark and damp: cover this with a piece of damp, black sugar paper. Wrinkle it so they can get underneath.
   - Bright and dry: cover this with a piece of dry, white paper.
   - Bright and damp: cover this with a piece of damp white paper.

3. Place the woodlice in the tray. After 20 to 30 minutes count how many woodlice are in each section. Record what you find.

Which area did the woodlice prefer?

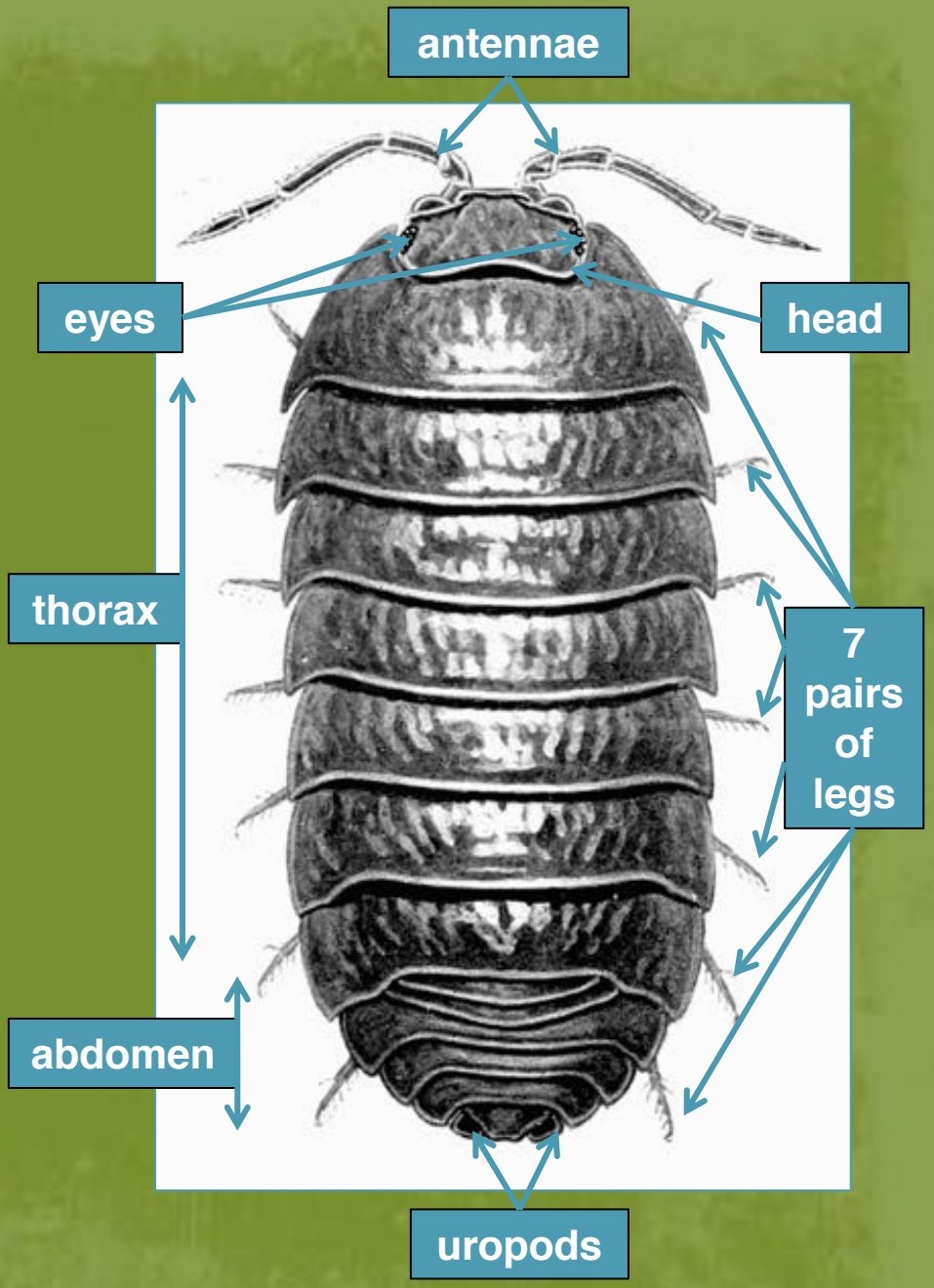
Where would expect to find them outside?

WHICH HABITAT DO WOODLICE PREFER?

Dark and dry	Bright and dry
Dark and damp	Bright and damp

WOODLOUSE

Woodlice need damp dark places to hide in during the day. You can find them in leaf litter, under pots, compost heaps, grassland, woodland and gardens.



WHAT LIVES IN OUR POND ?
Let us investigate !

You will need: a net, a white bowl and a magnifying glass

1. Put some of the pond water into the bowl
2. Use the net to sweep the water (3 different ways in turn)
3. Empty the net contents into the bowl.
4. Use the magnifying glass to try and identify and record what you have caught.

Carry out the above for each of the following and then empty the bowl each time:

1. On top or just under the surface
2. In the middle area of the water
3. Near or on the bottom on the pond

Use the worksheets to identify and record what you find.

POND DIPPING IDENTIFICATION (Lesson 2:1)

Which of these have you seen or caught?

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Water Boatman


Caddis larva in it's case


Caddis fly larva


Diving beetle


Freshwater shrimp

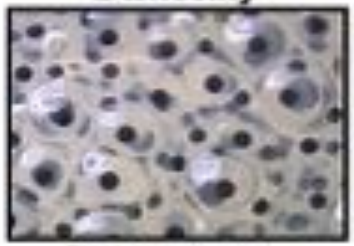

Damselfly


Diving beetle larva


Dragonfly


Newt


Rat tailed maggot


Frog spawn


Tadpole


Froglet


Frog


Dragonfly nymph


Water mite


Pond skater


Sticklepath


Daphnia


Water Louse

POND DIPPING IDENTIFICATION (Lesson 2:2)

Identify and record your findings.

Date of investigation:_____ Name of pond:_____

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Drawing	Number of animals	Identified animal as	Where found
			On top Top Middle Bottom
			On top Top Middle Bottom
			On top Top Middle Bottom

Drawing	Number of animals	Identified animal as	Where found
			On top Top Middle Bottom
			On top Top Middle Bottom
			On top Top Middle Bottom

Name:_____ Class:_____

TREE AND LEAF HUNT

Let us investigate !

Have you ever wondered what types of trees you walk past every day?

The easiest way to identify trees is by looking at their leaves because different trees have different leaves.

1. **Add the position of large trees to your school habitat map.**
2. **Find and match the leaves to the correct trees.**
3. **Use the leaf identification sheet to identify the trees.**
4. **Record what you find and add the tree names to your map.**

LEAF IDENTIFICATION


Ash

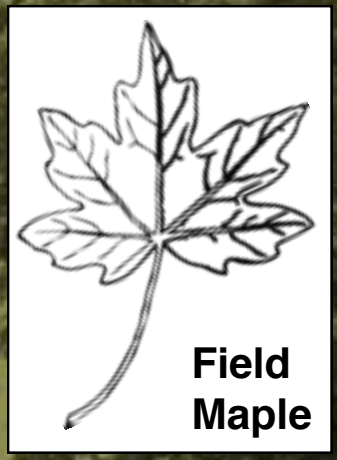

Oak


Hazel


Beech


Rowan


Hawthorn


Field Maple


Holly


Sycamore


Horse Chestnut

REVIEW OF LEARNING

Match the animals to their habitat features.

hot
wet
dry
cool
soft
damp
sunny
hard
dark

REVIEW OF LEARNING

Match the animals to their habitat features.

hot

wet

dry

cool

soft

damp

sunny

hard

dark

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REVIEW OF LEARNING

Match the animals to their habitat features.

hot

wet

dry

cool

soft

damp

sunny

hard

dark

REVIEW OF LEARNING

Match the animals to their habitat features.

- hot
- wet
- dry
- cool
- soft
- damp
- sunny
- hard
- dark

REVIEW OF LEARNING

Match the animals to their habitat features.

- hot
- wet
- dry
- cool
- soft
- damp
- sunny
- hard
- dark

REVIEW OF LEARNING

Match the animals to their habitat features.

- hot
- wet
- dry
- cool
- soft
- damp
- sunny
- hard
- dark

INDEPENDENT LEARNING

Independent learning 1

- Draw a map of the local habitats where you live. Label the different habitats and try and name the things that might live there.

Independent learning 2

- Research and create a fact file about one of the animals you found in a school habitat.

Independent learning 3

- Draw a close up picture of an animal in it's habitat.

INDEPENDENT LEARNING 3: close up drawing.

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WORKING WORLDWIDE


IN 1969, A SINGLE ACT OF COMPASSION

ANIMALS AND THEIR HABITATS: KS1

LESSON 3

BIG HABITATS

A teaching resource developed
The Donkey Sanctuary

REMEMBER THE LIST OF SCHOOL HABITATS ?

- flower beds
- grass and field
- woods and trees
- fallen log
- pond
- big rocks
- soil

- playgroup
- stone walls
- hedges
- long wild grass
- bush
- grass bank

These are small or “micro” habitats.

BIG HABITATS (MACRO HABITATS)

Describe the habitats ?

Mountain

River

Jungle

Sea

Desert

Beach

Forest

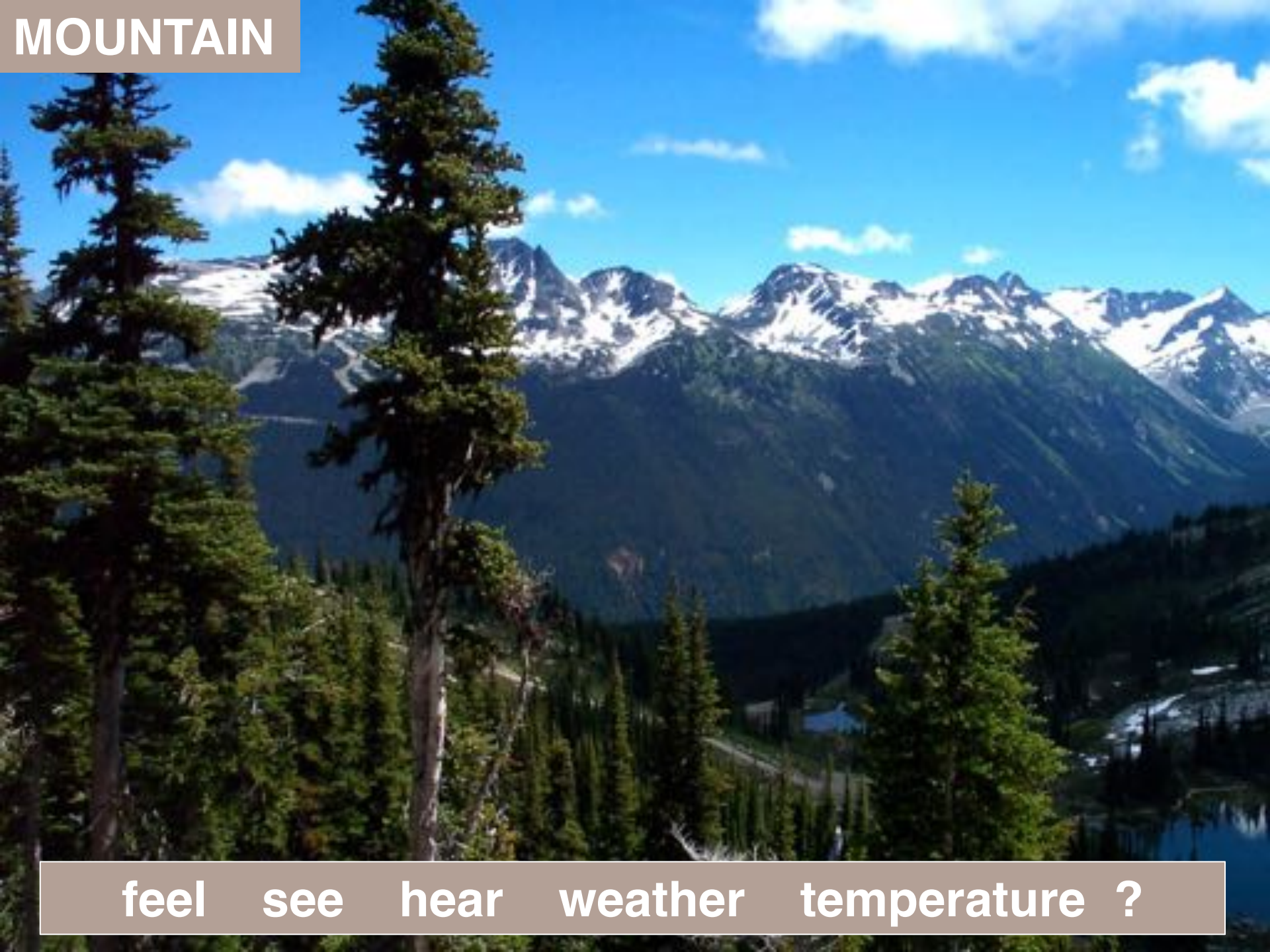
Polar

Savannah

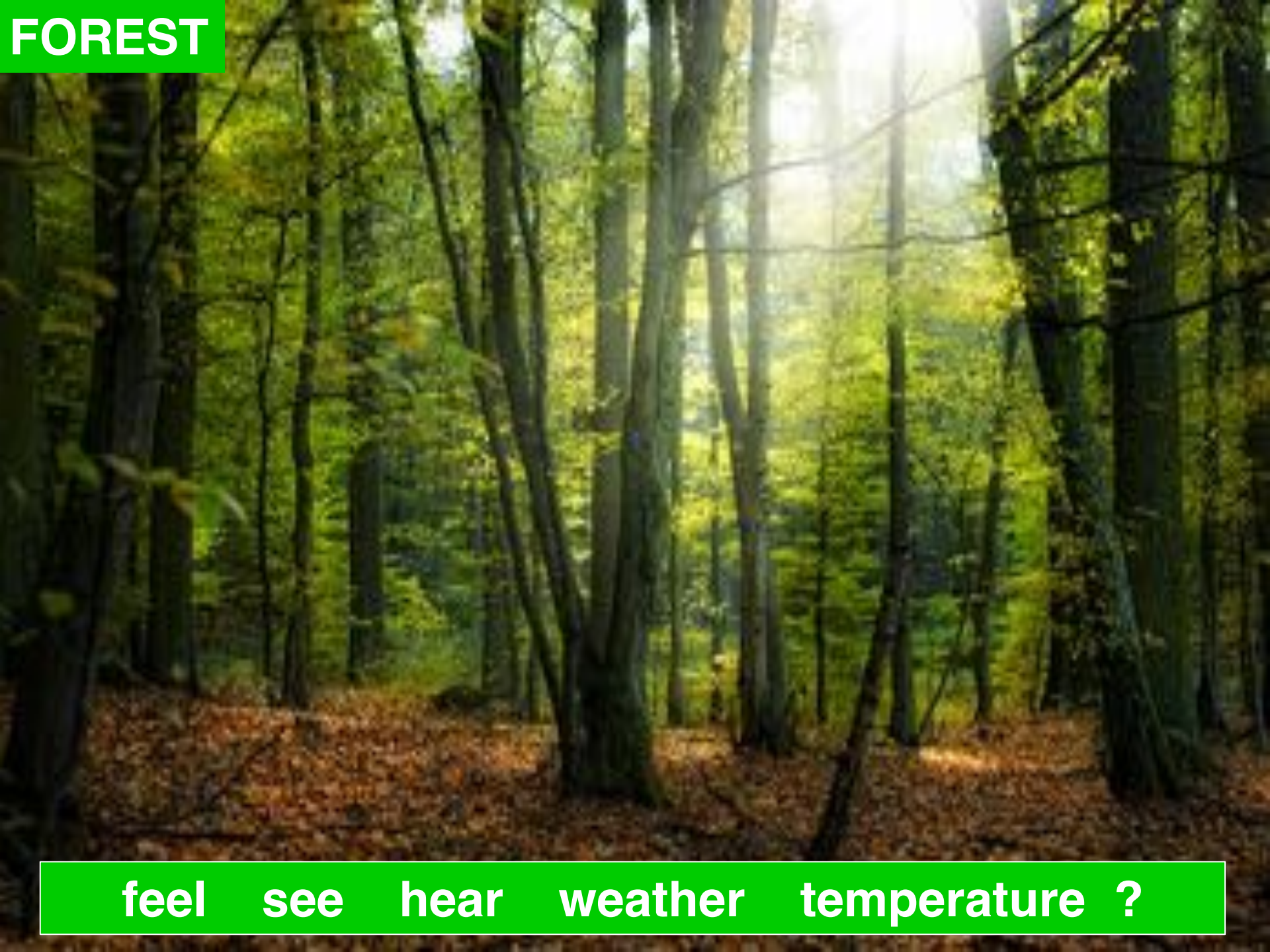
BIG HABITATS (MACRO HABITATS)

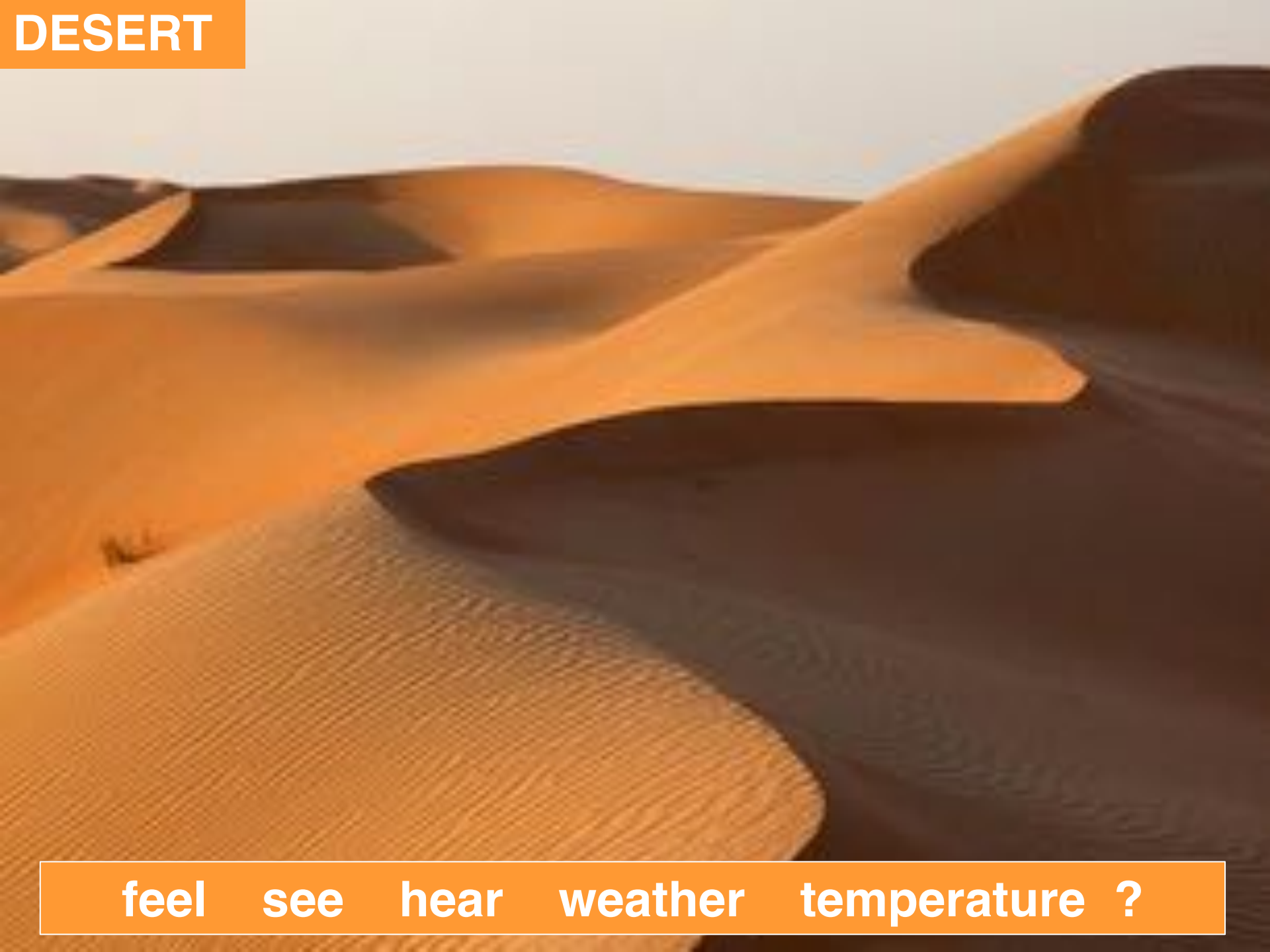
Describe the habitats ?

feel see hear weather temperature ?

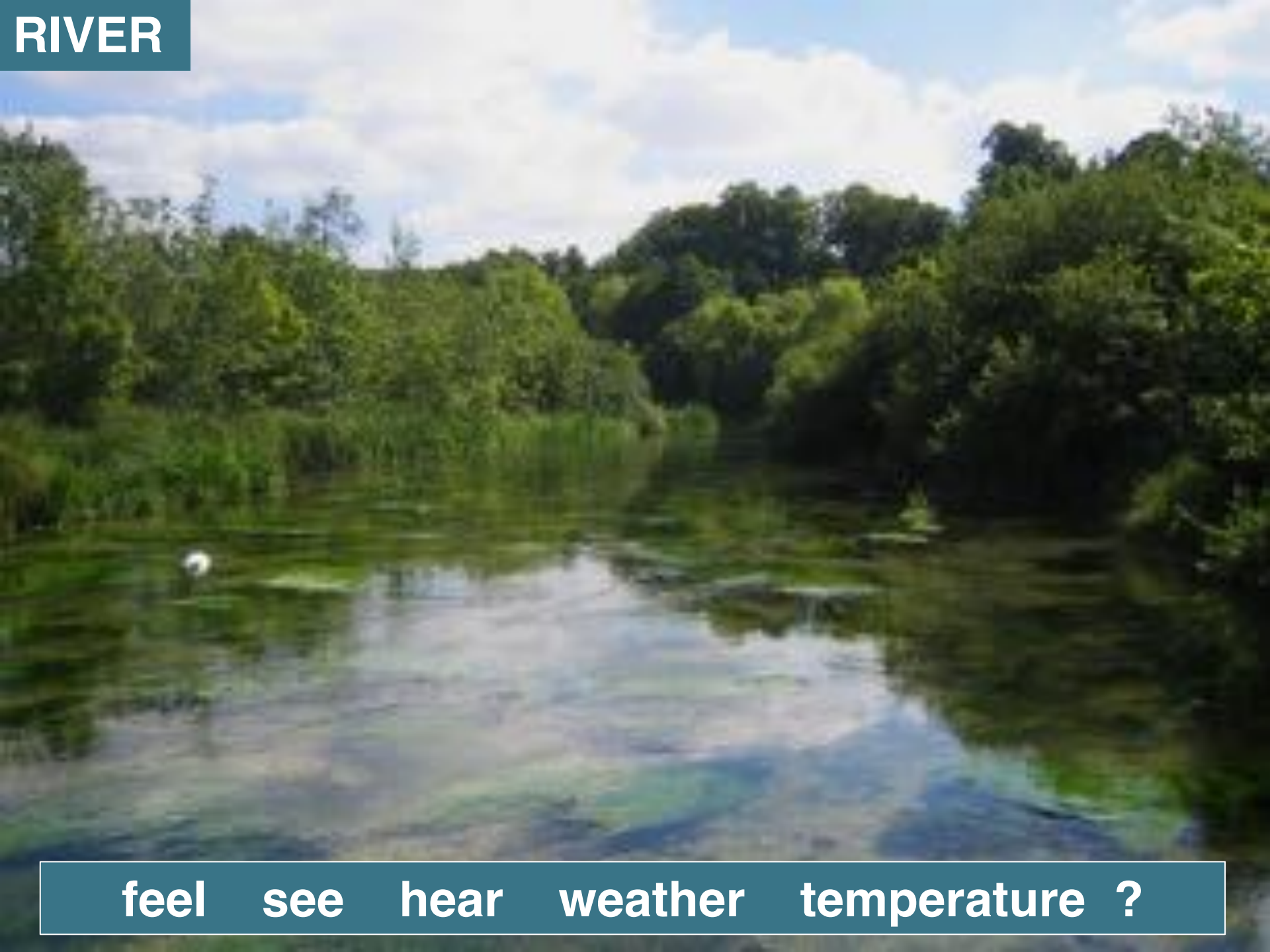

MOUNTAIN
feel see hear weather temperature ?


SEA
feel see hear weather temperature ?

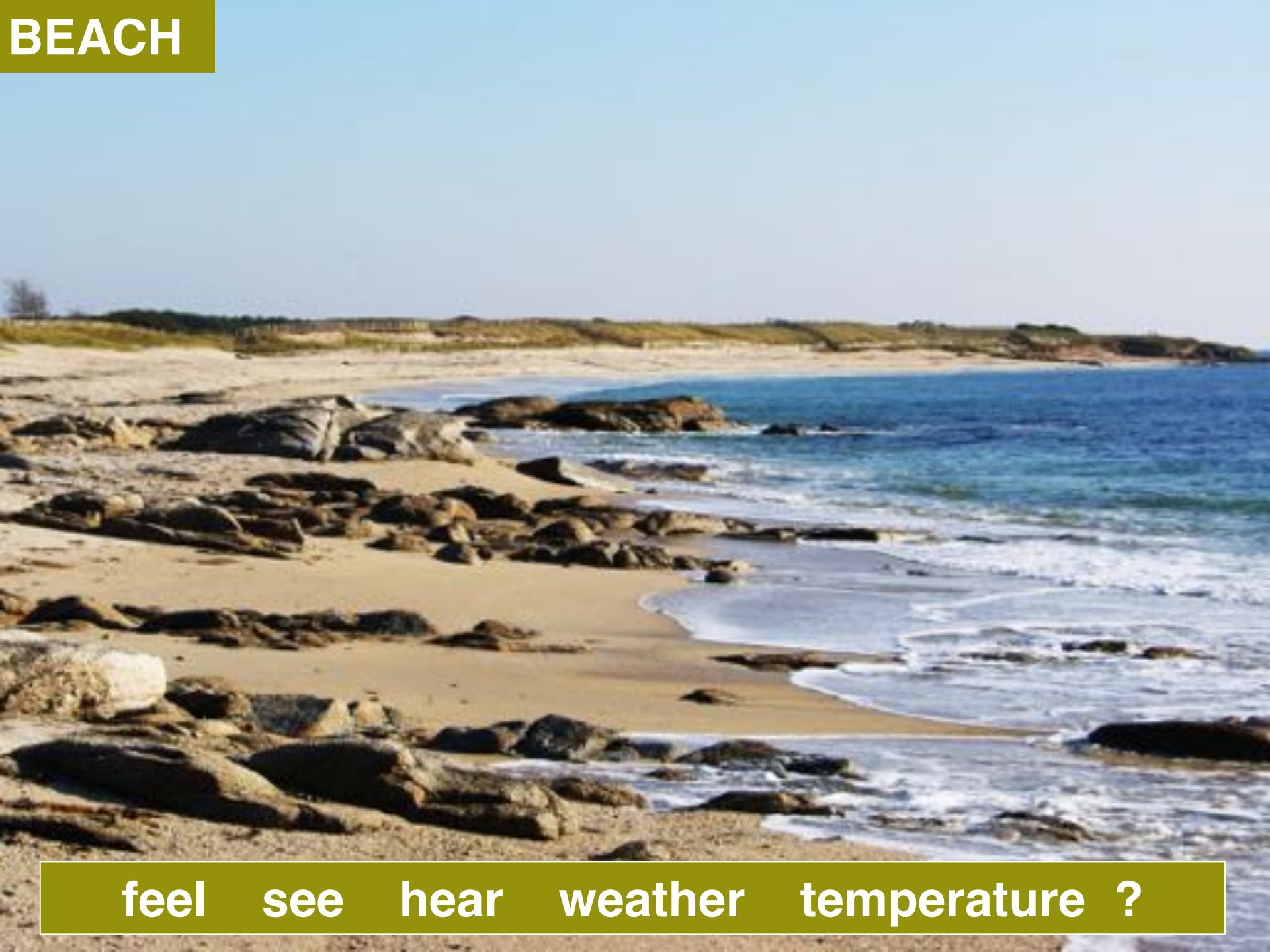

FOREST
feel see hear weather temperature ?


DESERT
feel see hear weather temperature ?


POLAR
feel see hear weather temperature ?

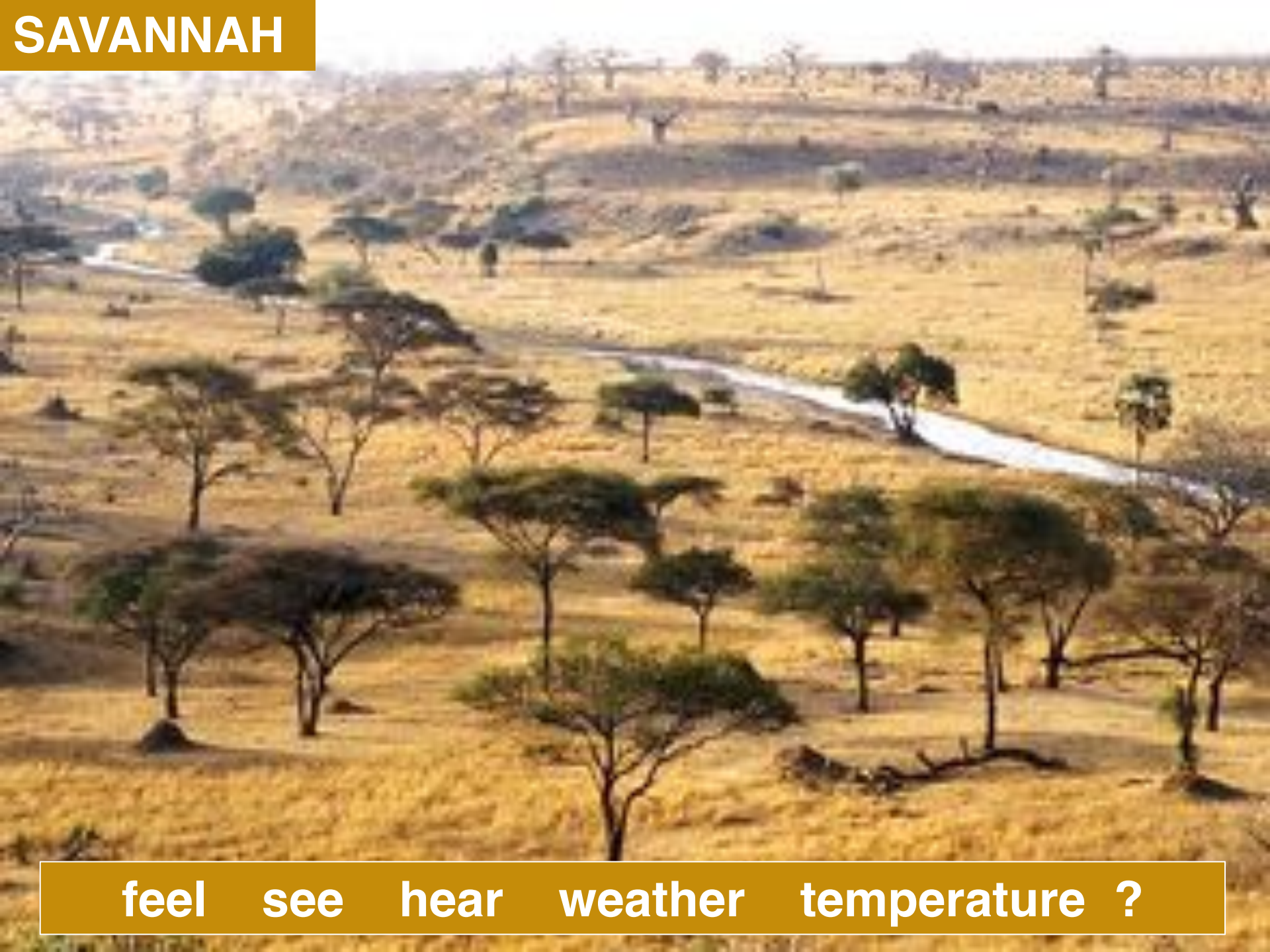

RIVER
feel see hear weather temperature ?

BEACH



feel see hear weather temperature ?


JUNGLE
feel see hear weather temperature ?


SAVANNAH
feel see hear weather temperature ?

BIG HABITATS (Lesson 3:3)

Describe the habitats.

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	Feel	See	Hear	Weather	Temperature	Other
Mountain						
River						
Jungle						
Sea						
Desert						
Beach						
Forest						
Polar						
Savannah						

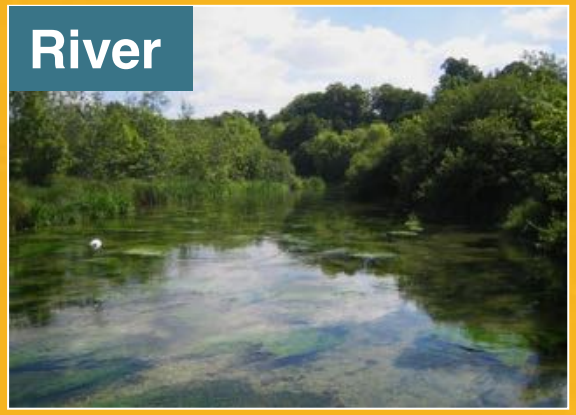
Name:_____ Class:_____

BIG HABITATS (MACRO HABITATS)

Try and match the animals to the habitats.

Mountain

River



Jungle

Sea

Desert

Beach

Forest

Polar

Savannah


MOUNTAIN

MOUNTAIN


Snow
Leopard


Brown Bear


Ptarmigan


Mountain Goat


Bald Eagle


Monarch
Butterfly


Himalayan
Jumping Spider


Marmot


SEA

SEA


Loggerhead Turtle


Great White Shark


Sea Anemone


Octopus


Stingray


Dolphin


FOREST

FOREST


Fallow Deer


Red Squirrel


Stag Beetle


Badger


Greater Spotted Woodpecker


Wood Mouse


DESERT

DESERT


African Wild Ass


Camel


Scorpion


Roadrunner


Dung Beetle


Meercat


POLAR

POLAR


Polar Bear


Penguin


Narwhal


Walrus


Arctic Fox


Antarctic Midge


RIVER

RIVER

BEACH

BEACH


JUNGLE

JUNGLE


Tiger


Orang Utan


Jungle Elephant


Leaf
Cutter
Ant


Cobra


Macaw

SAVANNAH

SAVANNAH

WHAT IS THE PROBLEM ?

WHAT IS THE PROBLEM ?

WHAT IS THE PROBLEM ?

INDEPENDENT LEARNING

Independent learning 1

- Complete the sheet listing adjectives that describe three of the big habitats.

Independent Learning 2

- Choose an animal from a big habitat and complete the sheet to explain why you think that animal lives in that environment?