

Topic: Living things and their habitats	Year 2 Age 6-7	Title: Nature spotters
Working Scientifically Review: Identifying and classifying	Conceptual Knowledge Identify and name a variety of plants and animals in their habitats, including micro-habitats	
Assessment Focus <ul style="list-style-type: none"> Can children use spotter sheets to identify plants/animals? Can children identify the types of plants/animals they are looking for? 		
Activity <i>Today we are a conservation officers.</i> Explore simple classification keys/spotter sheets – select appropriate for your local habitat (in or out of school grounds) and season, for example: http://www.woodlandtrust.org.uk/naturedetectives/activities Take the children on a nature hunt to explore the habitat. Groups could explore: leaves/blossom/trees, flowers, invertebrates (mini beasts), pond life... as appropriate. Remind children about careful handling of animals, returning any creatures to their habitat, not picking wild flowers, not eating, washing hands on return.		
Adapting the activity Support: Provide a spotter sheet containing very common/easy to distinguish plants/animals. Extension: Provide a more challenging spotter sheet where close observation is needed to spot the differences between the species. Other ideas: Visit a different habitat and compare findings.		
Key Questions <ul style="list-style-type: none"> What do you think we will see on our walk? What will your group be looking for? What kinds of plants/animals are you looking for? How do you know? How will you know if you find this one? How will you know the difference between that one and this one? 		
Assessment Indicators Not yet met: Children may name animals already known to them e.g. ants and spiders with little reference to the spotter sheets. Children will not yet be linking the specific animal to its type e.g. <i>I know it's an ant because we have them in my garden.</i> Meeting: Children use spotter sheets to identify plants or animals e.g. <i>I think that is an earwig because it has a funny tail like on the sheet.</i> Children begin to classify e.g. <i>That woodlouse can't be an insect because it doesn't have 6 legs. The squirrel in the tree is all furry so it must be a mammal.</i> Exceeding: Children can discuss the limitations of the spotter sheets e.g. <i>I think it is a kind of ladybird because it has the same kind of back and legs, but it is not the same as on the sheet, but the sheet can't have pictures of all the ladybirds.</i>		