



CHESHIRE WILDLIFE TRUST LESSON PLAN

<p>Title: Beach Life – Coastal and grassland habitats</p>	<p>Subjects: Art, citizenship and science</p>
<p>Key Stage: 1 Year Group: Any Number: Contact us to discuss</p>	<p>Programme of study: KS1: Art - Unit 1B Investigating Materials, 2B Mother Nature. Citizenship - 03 Animals & Us. Science - 2B Plants & Animals in the Local Environment.</p>
<p>Location: Wirral Country Park, Redrocks Nature Reserve or Hilbre Island</p>	<p>Duration: 1 day</p>
<p>School: A primary school</p>	<p>Date: To arrange</p>
<p>Lesson objectives: <i>To introduce KS1 children to understanding and exploring coastal and grassland habitats and species.</i></p>	
<p>Learning Outcomes: <i>To learn about grassland habitats and associated species</i> <i>To learn about coastal habitats and associated species</i> <i>To learn how to find and collect coastal and grassland species</i> <i>To learn how to identify different coastal and grassland species.</i></p>	
<p>Vocabulary: <i>Words to explain: habitat, species, technical names (e.g. larvae), names of species (e.g. starfish, lugworm ladybird, beetle).</i></p>	
<p>Resources: <i>To be provided by the Cheshire Wildlife Trust</i></p>	
<p>Activities: Starter: 5 minutes: Special shell/rock <i>Each child has to find a shell or rock and try to memorise its shape/colour/texture. This shell/rock is their ticket in, and they have to find the same one on their way out at the end.</i> Main:</p>	

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Task 1) 5 minutes: **Seaside code** *Explain safety by the sea.*

Task 2) 15 minutes: **Seashore Treasure Hunt** *Explore the beach and search for items on the list.*

Task 3) 15 minutes: **Shell ID** *Collect lots of shells and try to match them to the shapes on the sheet*

Task 4) 20 minutes: **Beach Art** *Make a natural collage using materials found on the beach in the shape of something seen on the beach.*

BREAK & PLAY

Task 5) 30 minutes: **Minibeast Hunting (Grassland)** *Learn how to find and collect minibeasts in the grassland using sweep nets and trays. Use worksheet - 'I spy Minibeasts'. At the end – 'Minibeast Hop' game where 3 children are joined together around the waist and then move like a minibeast – race (which technique is best and why?).*

Task 6) 10 minutes: **Camouflage Game** *Understand the concept of camouflage by trying to find different coloured wool. Are the children able to find the camouflaged wool?*

Task 7) 10 minutes: **Summertime/Cliff Top Bingo!** *Try to find the species on the Bingo sheet.*

Plenary: 5 minutes: **Dolphin and Fish Game** *Children form a large circle and 1 child is selected to be the dolphin and 3 to be the fish. They are blindfolded. The dolphin has to repeat saying 'dolphin' and 'fish' for the fish and the dolphin catches the fish by echolocation.*

Differentiation:

Ensure that a teacher/assistant works with children who need more support. Put children of different abilities in the same group.

Assessment Opportunities and Follow-up Work:

1. Learn more about coastal life by studying species in the classroom
2. Design your own minibeast – and each child to explain why their minibeast is best adapted to the habitat it lives in, e.g. camouflaged, large eyes.

<p>Title: Beach Life – Coastal and grassland habitats</p>	<p>Subjects: Art, citizenship and science</p>
<p>Key Stage: 2 Year Group: Any Number: Contact us to discuss</p>	<p>Programme of study: KS2: Art - 6C A sense of place. Citizenship - 03 Animals & Us. Science - 4B Habitats</p>
<p>Location: Wirral Country Park, Redrocks Nature Reserve or Hilbre Island</p>	<p>Duration: 1 day</p>
<p>School: A primary school</p>	<p>Date: To arrange</p>
<p>Lesson objectives: <i>To introduce KS2 children to understanding and exploring coastal and grassland habitats and species.</i></p>	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • <i>To learn about grassland habitats and associated species</i> • <i>To learn about coastal habitats and associated species</i> • <i>To learn how to find and collect coastal and grassland species</i> • <i>To learn how to identify different coastal and grassland species.</i> 	
<p>Vocabulary: Words to explain: <i>habitat, species, technical names (e.g. larvae), names of species (e.g. starfish, lugworm ladybird, beetle).</i></p>	
<p>Resources: <i>To be provided by the Cheshire Wildlife Trust</i></p>	
<p>Activities:</p> <p>Starter: 5 minutes: Special shell/rock <i>Each child has to find a shell or rock and try to memorise its shape/colour/texture. This shell/rock is their ticket in, and they have to find the same one on their way out at the end.</i></p> <p>Main: Task 1) 5 minutes: Seaside code <i>Explain safety by the sea – show laminated sheet.</i></p> <p>Task 2) 15 minutes: Seashore Treasure Hunt <i>Explore the beach and search for items on the list.</i></p> <p>Task 3) 15 minutes: Shell ID <i>Collect lots of shells and try to match them to the shapes on the sheet.</i></p> <p>Task 4) 20 minutes: Beach Art <i>Make a natural collage using materials found on the beach in the shape of something seen on the beach.</i></p>	

Task 5) 20 minutes: **Summertime/Cliff Top Bingo!** *Try and find the different species on the Bingo sheet. **BREAK & PLAY***

Task 6) 40 minutes: **Minibeast Hunting (Grassland)** *Learn how to find and collect minibeasts in the grassland using sweep nets and trays. Use an ID sheet to identify your collection. Also use worksheets - 'I spy Minibeasts' and 'Investigate a Grassland Minibeast'. At the end – 'Minibeast Hop' game where 3 children are joined together around the waist and then move like a minibeast – race (which technique is best and why?).*

Task 7) 10 minutes: **Camouflage Game** *Understand the concept of camouflage by trying to find different coloured wool. Are the children able to find the camouflaged wool?*

Plenary: 5 minutes: **Dolphin and fish game**

Differentiation:

Ensure that a teacher/assistant works with children who need more support. Put children of different abilities in the same group.

Assessment Opportunities and Follow-up Work:

3. Learn more about coastal life by studying species in the classroom
4. Design your own minibeast – and each child to explain why their minibeast is best adapted to the habitat it lives in, e.g. camouflaged, large eyes.