

CHESHIRE WILDLIFE TRUST LESSON PLAN



<p><b>Title:</b> Creatures of the Night</p>	<p><b>Subjects:</b> Art, citizenship and science</p>
<p><b>Key Stage:</b> 1 &amp; 2 <b>Year Group:</b> Any <b>Number:</b> Contact us to discuss</p>	<p><b>Programme of study:</b> <b>KS1: Art</b> - Unit 1B Investigating Materials, 2B Mother Nature. <b>Citizenship</b> - 03 Animals &amp; Us. <b>Science</b> - 2B Plants &amp; Animals in the Local Environment. <b>KS2: Art</b> - 6C A sense of place. <b>Citizenship</b> - 03 Animals &amp; Us. <b>Science</b> - 4B Habitats, 5B Lifecycles.</p>
<p><b>Location:</b> Bickley Hall Farm</p>	<p><b>Duration:</b> ½ day</p>
<p><b>School:</b> A primary school</p>	<p><b>Date:</b> To arrange</p>
<p><b>Lesson objectives:</b> <i>To introduce KS1 and KS2 children to understanding and becoming more aware about nocturnal animals.</i></p>	
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• <i>To learn about why some species are nocturnal</i></li> <li>• <i>To learn about how to spot tracks/signs from nocturnal animal activity</i></li> <li>• <i>To learn how the different nocturnal animal species.</i></li> </ul>	
<p><b>Vocabulary:</b> Words to explain: <i>habitat, species, nocturnal, names of species (e.g. barn owl, badger).</i></p>	
<p><b>Resources:</b> <i>To be provided by the Cheshire Wildlife Trust</i></p>	
<p><b>Activities:</b> <b>Starter:</b> 10 minutes: <b>Presentation</b> <i>Introduce the group to nocturnal animals – why and what they look like?</i></p>	

**Main:**

**Task 1) 15 minutes: Tracking Tracks**

*Explain about tracks and signs. Show the tracks sheet and a spraint/pellet of an animal. Match up the tracks with the nocturnal animal – worksheet.*

**Task 2) 30 minutes: Mammal Trapping**

*Discover whether any nocturnal animals have been caught in the traps and look out for tracks and signs of animal activity.*

**Task 3) 15 minutes: blind prey game**

**BREAK & PLAY**

**Task 4) 30 minutes: Artwork – Make a Bat Hat!**

**Task 5) 10 minutes: Is it Nocturnal?**

*In pairs, arrange the pictures of animals into ‘nocturnal’ and ‘daytime’.*

**Task 6) 10 minutes: Sasha’s Story**

*Read out Sasha’s Story to the class using props to explain the problems of litter affecting nocturnal animals.*

**Plenary: 5 minutes: Bat and Moth Game**

*Children form a large circle and 1 child is selected to be the bat and 3 to be moths. They are blindfolded. The bat has to repeat saying ‘bat and ‘moth’ for the moths and the bat catches the moths 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:**

Learn more about nocturnal animals by studying specific species in the classroom – invite speakers into the school, e.g. Cheshire Bat Group