PLANT OR ANIMAL?  
(Lesson 1:1)
Card sort task: print out and get the students to sort them into: Plants or Animals. Get the students to explain why they have grouped them like that, how do they know?
ANIMAL GROUPING TASK

Group the animals into the correct areas in the Venn diagram.

Spider
Donkey
Elephant
Bird
Snake
Cat
Fish
Butterfly
Sheep

Has legs
Can fly
Has fur or hair
ANIMAL GROUPING TASK (Lesson 1:2 alternative)

Has legs

Can fly

Has fur or hair

Name the animal and then group them into the correct areas in the Venn diagram.
ANIMAL GROUPING TASK  (Lesson 1:3)
Group the animals into the correct areas in the Carroll diagram

<table>
<thead>
<tr>
<th>Has two legs or less</th>
<th>Can fly</th>
<th>Cannot fly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has more than 2 legs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Images of animals: dolphin, penguin, monkey, owl, fly, tiger, pig, bird]
ANIMAL GROUPING TASK

Group the animals into the correct areas in the Carroll diagram

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANIMAL GROUPING TASK

Group the animals into the correct areas in the Venn diagram.
ANIMAL & PLANT CARDS
(Lesson 1:4)
ANIMAL & PLANT CARDS
(Lesson 1:4)
INDEPENDENT LEARNING (Lesson 1:5)

Name the different parts of the animals and plants

Name: ________________________________________ Class: ________________________
POND DIPPING IDENTIFICATION (Lesson 2:1)

Which of these have you seen or caught?

- Water Boatman
- Caddis larva in its 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: _______________________________

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Number of animals</th>
<th>Identified animal as</th>
<th>Where found</th>
<th>Drawing</th>
<th>Number of animals</th>
<th>Identified animal as</th>
<th>Where found</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>On top</td>
<td></td>
<td></td>
<td></td>
<td>On top</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Top</td>
<td></td>
<td></td>
<td></td>
<td>Top</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Middle</td>
<td></td>
<td></td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bottom</td>
<td></td>
<td></td>
<td></td>
<td>Bottom</td>
</tr>
</tbody>
</table>

Name: ____________________________________ Class: _____________________________
TREE / LEAF IDENTIFICATION

Ash
Oak
Hazel
Beech
Rowan
Hawthorn
Field Maple
Holly
Sycamore
Horse Chestnut
BIG HABITATS: MOUNTAIN (Lesson 3:2)
BIG HABITATS: SEA (Lesson 3:2)

- Loggerhead Turtle
- Sea Anemone
- Octopus
- Great White Shark
- Stingray
- Dolphin
BIG HABITATS: FOREST (Lesson 3:2)

- Fallow Deer
- Stag Beetle
- Red Squirrel
- Badger
- Greater Spotted Woodpecker
- Wood Mouse
BIG HABITATS: DESERT (Lesson 3:2)

- African Wild Ass
- Camel
- Dung Beetle
- Meercat
- Roadrunner
- Scorpion
BIG HABITATS: POLAR (Lesson 3:2)
BIG HABITATS: RIVER (Lesson 3:2)
BIG HABITATS: BEACH (Lesson 3:2)

- Crab
- Black Headed Gull
- Mussels
- Sand Fly
- Seal
- Starfish
BIG HABITATS: JUNGLE (Lesson 3:2)

- Tiger
- Orang Utan
- Jungle Elephant
- Cobra
- Leaf Cutter Ant
- Macaw
BIG HABITATS: SAVANNAH (Lesson 3:2)
BIG HABITATS  (Lesson 3:3)

Describe the habitats.

<table>
<thead>
<tr>
<th>Feel</th>
<th>See</th>
<th>Hear</th>
<th>Weather</th>
<th>Temperature</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>River</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jungle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sea</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desert</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savannah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name:__________________________________________Class:__________________
INDEPENDENT LEARNING (Lesson 3:4)

List as many adjectives as you can that would describe three of the big habitats.

Mountain ____________________________________________________________

Who in the team has done what tasks in this project?

Name:__________________________________________ Class:________________________
HABITAT RESEARCH (Lesson 4:2)

Find out the animals, plants and colours for your habitat and sort them into types.

<table>
<thead>
<tr>
<th>Research</th>
<th>Animals</th>
<th>Plants</th>
<th>Other things</th>
<th>Colours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent learning</th>
<th>Herbivore</th>
<th>Carnivore</th>
<th>Omnivore</th>
<th>Flowering</th>
<th>Non flowering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ____________________________ Class: ____________________________
DESIGN YOUR HABITAT  (Lesson 4:3)
Create 6 different ideas for your habitat in a box.

<table>
<thead>
<tr>
<th>My habitat is:</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Name:__________________________________________ Class:______________________
INDEPENDENT LEARNING (Lesson 7:1)

Design the front edges of your habitat (Develop 3 ideas)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Who in the team has done what tasks in this project?

Name:__________________________________________  Class:______________________
STORY SEQUENCING (Lesson 8:1)
STORYBOARD (Lesson 8:2 alternative)

Title of story:________________________________________________

Main characters: ______________________     _____________________    _____________________    __________________

Name:__________________________________________
Date:____________________Class:__________
<table>
<thead>
<tr>
<th>Savannah</th>
<th>Jungle</th>
<th>Forest</th>
<th>Wood</th>
<th>Mountain</th>
<th>River</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sea</td>
<td>Desert</td>
<td>Arctic</td>
<td>Cold</td>
<td>Mild</td>
<td>Freezing</td>
</tr>
<tr>
<td>Clean</td>
<td>Dirty</td>
<td>Moist</td>
<td>Gritty</td>
<td>Hairy</td>
<td>Lumpy</td>
</tr>
<tr>
<td>Sandy</td>
<td>Slippery</td>
<td>Green</td>
<td>Light</td>
<td>Spiky</td>
<td>Smooth</td>
</tr>
<tr>
<td>Wet</td>
<td>Dry</td>
<td>Prickly</td>
<td>Heavy</td>
<td>Sharp</td>
<td>Red</td>
</tr>
<tr>
<td>Dull</td>
<td>Icy</td>
<td>Brown</td>
<td>Windy</td>
<td>Still</td>
<td>Blue</td>
</tr>
<tr>
<td>Quiet</td>
<td>Busy</td>
<td>Mushy</td>
<td>Frosty</td>
<td>Humid</td>
<td>Gentle</td>
</tr>
<tr>
<td>Tropical</td>
<td>Warm</td>
<td>Bright</td>
<td>Plant</td>
<td>Soft</td>
<td>Roaring</td>
</tr>
<tr>
<td>Hot</td>
<td>Leaf</td>
<td>Food</td>
<td>Wild</td>
<td>Tree</td>
<td>Bumpy</td>
</tr>
<tr>
<td>Wave</td>
<td>Surf</td>
<td>Grass</td>
<td>Vine</td>
<td>Flower</td>
<td>Seaweed</td>
</tr>
<tr>
<td>Snow</td>
<td>Climb</td>
<td>Shiny</td>
<td>Calm</td>
<td>Rock</td>
<td>Giant</td>
</tr>
<tr>
<td>Huge</td>
<td>High</td>
<td>Bird</td>
<td>Rain</td>
<td>Misty</td>
<td>Cloudy</td>
</tr>
<tr>
<td>Sunny</td>
<td>Grow</td>
<td>Buzzing</td>
<td>Stream</td>
<td>Bent</td>
<td>Rough</td>
</tr>
<tr>
<td>Bush</td>
<td>Soil</td>
<td>Season</td>
<td>Brown</td>
<td>Black</td>
<td>Smelly</td>
</tr>
</tbody>
</table>
INDEPENDENT LEARNING: STORY SEQUENCING (Lesson 8:3)

Create a set of story sequencing cards for your story.

Name:__________________________________________Class:______________________
ANIMAL ADAPTATIONS (Lesson 9:1)

Create an animal suitable for the habitat. Label and explain why it is suitable.

Name:__________________________________________ Class:______________________
ANIMAL ADAPTATIONS (Lesson 9:2)
Create your own adapted animals.

A parrot so it can hide in a palm tree

A lamb so it can eat the fruit of the African “sausage” tree, the Kigelia africana

Name:__________________________________________ Class:______________________
ANIMAL ADAPTATIONS:
Tracing templates for animal adaptation drawings.
(Lesson 9:2)
FOOD CHAIN CARDS (Lesson 10:1)

1. **Flower seeds** (Producer: Flowering plant) eats **Sparrow** (Omnivore: Vertebrate) eats **Raccoon** (Omnivore: Vertebrate) eats **Heron** (Carnivore: Vertebrate)
2. **Dandelion** (Producer: Flowering plant) eats **Snail** (Herbivore: Invertebrate) eats **Common Frog** (Carnivore: Vertebrate) eats **Fox** (Carnivore: Vertebrate)
3. **Snap Dragon** (Producer: Flowering plant) eats **Slug** (Herbivore: Invertebrate) eats **Mole** (Omnivore: Vertebrate) eats **Heron** (Carnivore: Vertebrate)
FOOD CHAIN CARDS (Lesson 10:1)

- **Carnivore: Vertebrate** (Cat) eats **Producer: Flowering plant** (Buddleia) eats **Herbivore: Invertebrate** (Hawk Moth Caterpillar) is eaten by
- **Producer: Plant** (Wheat field) eats **Herbivore: Invertebrate** (Grashopper) eats **Carnivore: Vertebrate** (Common Frog) eats **Carnivore: Vertebrate** (Tawny Owl)
- **Omnivore: Vertebrate** (Robin) eats **Omnivore: Vertebrate** (Chaffinch) eats **Herbivore: Invertebrate** (Snail) eats **Carnivore: Vertebrate** (Sparrowhawk)
FOOD CHAIN CARDS (Lesson 10:1)

**Chaffinch**
- **Omnivore: Vertebrate**
  - **Eats:** Snap Dragon
  - **Is eaten by:** Great Horned Owl

**Great Horned Owl**
- **Carnivore: Vertebrate**
  - **Eats:** Badger
  - **Is eaten by:** Weasel

**Badger**
- **Omnivore: Vertebrate**
  - **Eats:** Ladybird
  - **Is eaten by:** House Martin

**Weasel**
- **Carnivore: Vertebrate**
  - **Eats:** Adder
  - **Is eaten by:**

**Snap Dragon**
- **Producer: Flowering plant**
  - **Eats:** Grass
  - **Is eaten by:** Aphid

**Aphid**
- **Herbivore: Invertebrate**
  - **Eats:** Grasshopper
  - **Is eaten by:** Toad

**Grass**
- **Producer: Flowering plant**
  - **Eats:** Grasshopper
  - **Is eaten by:**

**Grasshopper**
- **Herbivore: Invertebrate**
  - **Eats:**
  - **Is eaten by:**

**Toad**
- **Carnivore: Vertebrate**
  - **Eats:**
  - **Is eaten by:**

**Adder**
- **Carnivore: Vertebrate**
  - **Eats:**
  - **Is eaten by:**

**House Martin**
- **Omnivore: Vertebrate**
  - **Eats:**
  - **Is eaten by:**

**Ladybird**
- **Carnivore: Invertebrate**
  - **Eats:**
  - **Is eaten by:**

**Weasel**
- **Carnivore: Vertebrate**
  - **Eats:**
  - **Is eaten by:**

**Toad**
- **Carnivore: Vertebrate**
  - **Eats:**
  - **Is eaten by:**

**Adder**
- **Carnivore: Vertebrate**
  - **Eats:**
  - **Is eaten by:**

**House Martin**
- **Omnivore: Vertebrate**
  - **Eats:**
  - **Is eaten by:**
FOOD WEBS (Lesson 10:2)

Show who eats who?
INDEPENDENT LEARNING: FOOD CHAINS  (Lesson 10:4)

Explain the food chain terms below.

<table>
<thead>
<tr>
<th>Herbivore</th>
<th>Producer</th>
<th>Consumer</th>
<th>Predator</th>
<th>Prey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnivore</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omnivore</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Create a food web for the following animals.

- Frog
- Buzzard
- Dragonfly
- Ladybird
- Snake
- Grass
- Greenfly
- Mouse
- Fox
- Rabbit
- Butterfly

Name:__________________________________________ Class:______________________
LOOKING AFTER PETS  (Lesson 11:1)

Explain what you need to do and the things you need to do them with for each of the pets and a pet of your own.

<table>
<thead>
<tr>
<th></th>
<th>Things I do</th>
<th>Things I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donkey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guinea Pig</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name:__________________________  Class:__________________________
**LOOKING AFTER PETS: THE FIVE FREEDOMS** (Lesson 11:2)

Explain how the five freedoms would apply to each of the pets and a pet of your own choice.

<table>
<thead>
<tr>
<th>Freedom from:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunger and thirst</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discomfort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pain, injury and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear and stress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Dog
- Donkey
- Guinea Pig

Name:__________________________________________Class:_____________________
LOOKING AFTER PETS: HEALTHY PETS (Lesson 11:3)

Match up the items up for each animal’s care and well being.

(Label whether they are for food, bedding, grooming, health care, water or fun)