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| **Session 2: Microhabitats** | | | |
| Teaching Objectives | | * Explore microhabitats in your garden, making and recording observations * Understand that most of the living things they observed live in those microhabitats because they are  suited to them * Understand that different habitats provide for the basic needs of different kinds of animals and plants and try and answer these questions: What microhabitat is best for moss to grow? What living things can be found in muddy microhabitats? Which microhabitats had the biggest variety of living things?   **Art**   * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | |
| Key Vocabulary microhabitat, damp/wet/dry, dark/light, features | | | |
| Resources  iPads or other tablets laptop or PC, Investigating microhabitats resource, sketch books, pencils, | | | Weblinks  <https://www.youtube.com/watch?v=5mXEsvrJUnU> - *YouTube: Microhabitats;* <http://www.bbc.co.uk/education/clips/zf6mhyc> - *BBC Bitesize: Woodland habitats.* |
| Parental Guidance :Start the session outside. You are going to be looking carefully at microhabitats. Ask: *Have you heard of the word 'micro' before? Where have you heard it used? (Microwave, micro scooter, micro SD card.)* Explain that the term 'micro' means little. Ask: *What do you think the word 'habitat' means?* (A type of environment/special place where animals or plants live). Say: *So, we will be looking at special places where little creatures might live, tiny homes and places where everything is right for them, for example, just the right amount of dampness, light and food. Where do you think we should look? Why? What do you think we might find there?* Ask your child to suggest good microhabitats and predict what creatures they may find there. Ask your child to fill in the resource sheet, thinking carefully about the adjectives they might use to describe the microhabitats they find. They could take a photograph of each habitat they record. Give them time to sketch interesting features, reassuring them that it does not need to be a detailed, full drawing of a whole creature or habitat, but rather a quick recording of points of interest. | | | |
| Plenary | Play the BBC Bitesize woodland habitats video clip above. Consider the answers to these questions: Which microhabitat is best for moss to grow? Which living things can be found in muddy microhabitats? Which microhabitats had the biggest variety of living things? | | |

Science Habitats