

## Year 6 Living things and their habitats and Stream study

- revise life cycles
- use keys to identify some species
- record data in various ways
- classify some findings.
- Work scientifically and discuss methods and the need to control variables.

### Organisation

2 main groups then divided into smaller groups at each site depending on activity. Each of the 2 main activities should take about 50 - 55 minutes.

### Introduction on arrival

Plan for morning. Safety and behaviour.

## 1. Investigating Wildflower Grassland

**Discuss:** Why the Millennium Green grassland is important.

The classification of living things into **Kingdoms** - animals, plants, (fungi and the others grouped together as micro-organisms in KS2).

**Animals** classified into **vertebrates and invertebrates**

*Which **animals** live in the grassland ?*

**Main activity:** Investigate **invertebrates** by using sweep nets to catch some and keys to classify them into **insects, spiders, etc.** record what is found and group them.

*Equipment: sweep nets, pots and keys*

**Classification of vertebrates:** **mammals, birds, reptiles, amphibians and fish** (discuss characteristics and name some)

*What evidence is there of mammals using the grassland? What other vertebrates have been seen on the MG?*

## 2. Investigating streams

**note for teacher; the activity may be a bit long so it would help if children were familiar with the activity and perhaps completed this first section about the local streams beforehand.**

**Discuss:** Where and how rivers start. Spring (picture and diagram). Drainage basin with tributaries from MG tiny streams to Avon (simplifies map).

Follow stream downstream (along bank) from near picnic table to road looking at flow rates, channel shape, collect water samples to look at clarity, pH and nitrate (discuss pollution). Hopefully investigate invertebrates in stream. To do this the children will need wellies and may get muddy! After rain it may be too deep.

Move to small stream which goes into moat (moat stream) and look at erosion and deposition, why there are some small dams – value of wetland, flooding and flood plain. (this area will change so dams may be gone ...)

Get all water samples together and complete tests – record on one sheet.

*Equipment: 2 sets of water sample pots, pond nets for kick sampling, stop watches, fresh water keys.*