**ICT Opportunities:**

Digital photographs – child led

Video diary – child led

Looking up plants and animals living under Swanage Pier on the internet – child led

**Vocabulary:** Pier, senses, habitat, shelter, food chain

**Resources:**

Swanage Pier Presentation

Swanage Pier worksheets photocopied

Swanage Pier under Pier video

**Link to next session:**

Develop the idea of food chains including the identification and naming of different sources of food. Learning about other habitats and microhabitats.

**NC References:**

Sc2/2.1b identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats

Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**Links to PSHE, Citizenship or Global Citizenship:**

* Collaboration
* Team building
* Communication

**Year Group: Y2**

**Subject / Theme of Lesson:**

Science – Living things and habitats. The Swanage Pier habitat and plants and animals that live in it.

**Pupil Age: 6-7**

The Swanage Pier Trust has prepared this plan, presentation and resources for school groups visiting Swanage Pier. The plan and teaching resources are editable to enable them to be tailored to the different needs of student groups.

**Timing Overview of lesson**

**5 min Introduction to the theme.** Living things   
and habitats. The Swanage Pier habitat and plants and animals that live in it.

Discuss learning objective and aims.

**40 min. Presentation**

Presentation can be delivered in the classroom or in the Swanage Pier education room. Once a task is explained children should be given time to work out the answers in groups before discussing the answers as a whole class.

**Presentation Differentiation:**

LA: TA to provide support to students who are challenged with the tasks

MA: Offer peer to peer support to students who are struggling to complete tasks

**1 hour Activities**

Activities should be completed on Swanage Pier. In bad weather the Swanage Pier education room can be used as this provides a view of the Pier. The details of each activity should be read aloud to the whole group.

Show of thumbs (AFL) to check understanding.

Activities can be completed as a whole, in pairs or in small groups.

**Activity Differentiation:**

**LA:** Additional support to be provided by teaching assistant to help guide students through the activities

**MA: Students will be encourage to extend activities as follows:**

**Activity 2** – Can you think of other uses for the Pier? Draw a picture of any other uses and draw a line from your picture to where this activity takes place on or around the Pier.

**Activity 3 –** Can you think of other dangers that marine animals face in the open ocean? List any other dangers you can think of.

**Activity 5 –** Can you create a food chain of your  
own?

**5 min Plenary / Reflection on the learning**

Children discuss with learning partner/person next to them about one aspect they have learned about today.

Initiate discussion based upon their experiences and question it further through a diologic based approach

**How the learning will be assessed:**

Teacher/Facilitator: Observation/Questioning/ photography/discussions

Child led: Photography/video/discussions/peer

**Learning Objectives:**

To know what a Pier is and what it is used for

To know what a habitat is

To know that a suitable habitat can help a plant or animal live longer

To know that different plants and animals are suited to different habitats

To introduce the idea of food chains

**‘Child Speak’ Objectives:**

1. I can describe Swanage Pier – what it looks like, where it is, and what it is used for
2. I can describe what it is like under Swanage Pier
3. I know what a habitat is
4. I can discuss what makes a habitat suitable for the plant or animal living in it

5. I can identify that different plants and   
animals live in different habitats.