

Summer Block 5

Wildlife

Small steps

Step 1

What does wildlife do for us?

Step 2

What can we do for wildlife?

Key resources

Step 1 – What does wildlife do for us?

- large plastic bottle with top section cut off
- soil, sand and compost for layers
- spray bottle with water
- worms



Step 2 – What can we do for wildlife?

- materials to make seed bombs, such as compost and clay
- selection of wildflower seeds
- bowls for mixing
- natural materials for a “bug hotel”, such as sticks, pine cones, bamboo



What does wildlife do for us?

Notes and guidance

In this small step, children explore how wildlife is beneficial for humans. In previous blocks, they explored different animals and plants and their needs for survival. In this step, they should apply this knowledge in a real-life context.

Children are introduced to the word “wildlife” in this step. They can define this term as plants and animals that are not looked after by humans. Within this step, children learn that humans, other animals and plants can all depend on each other for survival.

In this block, children should explore their local area as much as possible to identify any wildlife. Ideas for how to work practically have been highlighted in the practical ideas section.

Things to look out for

- Children may need to recap different habitats taught in the Spring term. This should also include microhabitats.
- Children may not recognise that local areas can be home to wildlife. Encourage children to look for plant and animal life in microhabitats within the local area.

Key questions

- What do animals need to survive?
- What is “wildlife”?
- Why is it important to look after wildlife?
- Why are _____ important for humans?
- What would happen if there were too many _____ ?
- What are “crops”?
- How do crops grow?
- What would happen if we did not have any crops?

Sustainability link

- Why is it important to care for wildlife?

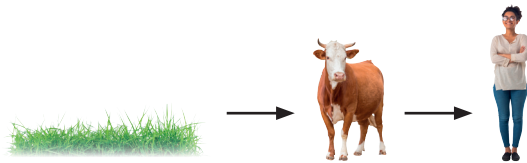
National curriculum links

- **Working scientifically** – Asking simple questions and recognising that they can be answered in different ways.

What does wildlife do for us?

Key vocabulary

- **food chain** – an order of living things, to show how energy is passed when one living thing eats another



- **wildlife** – animals and plants that are not looked after by humans



- **habitat** – an area where animals and plants live



- **crops** – plants which are grown for food



- **insect** – an animal that has six legs



Practical ideas

- Explore the local area with the children to find examples of wildlife. Children should then discuss their findings in the classroom and any possible benefits of the wildlife to humans.
- Create a mini-wormery to demonstrate the breakdown of food waste and soils into rich compost for growing crops.

Take the children into the local environment and collect worms.



Ensure children wash their hands after touching soil and animals.

Cut the top section off a plastic bottle and fill the remaining bottle with layers of soil, sand and dead leaves. Spray each layer with water before adding the worms once the bottle is nearly full. Then replace the top section of the bottle without the lid and wrap the bottle in black paper. After two weeks, release the worms back into the local area.



Factual knowledge

- Wildlife is the animals and plants that live in nature and are not looked after by humans.
- Some plants can be eaten as food.

What can we do for wildlife?

Notes and guidance

In this small step, children look at how they can care for wildlife in their local area. In the previous step, they explored the term “wildlife” and the ways animals and plants help humans.

Children should explore the ways in which they can support wildlife within the school environment. This helps develop their understanding of life cycles, growth and responsibility for the planet. Wildlife projects that support the local ecosystem could include creating hedgehog houses, bug hotels, seed bombs or growing a mini wildlife garden. If outdoor space is limited, children could hang bird feeders on fences, trees or within the playground. Children may be excited by seeing local wildlife, but encourage them to observe and not touch.

Things to look out for

- Children should understand that supporting wildlife is a long-term process.
- Children may think that all actions to support wildlife are helpful. It is important that they do not physically disturb wildlife when they are trying to help.

Key questions

- What is “wildlife”?
- What examples of wildlife are there in the local area?
- What does wildlife do for us?
- Why is it important to care for wildlife?
- What are three different ways to care for wildlife?
- What would happen to local wildlife if it was not protected?
- How does a bird feeder help wildlife?
- How does a bug hotel help wildlife?

Sustainability link

- Why is it important to care for wildlife?

National curriculum links

- **Working scientifically** – Using their observations and ideas to suggest answers to questions.

What can we do for wildlife?

Key vocabulary

- **wildlife** – animals and plants that are not looked after by humans



- **habitat** – an area where animals and plants live



- **nature** – wildlife and the world it lives in



- **local** – in the nearby area



Practical ideas

- Provide children with equipment to create a seed bomb. It could include compost, clay and a selection of local wildflower seeds. Children should gently mix the ingredients in a bowl and roll it into balls. These should be left to dry fully before throwing the seed bombs, with permission, onto a bare patch of land.



- Make a “bug hotel” as a class. Ask children to collect natural materials from the school grounds, such as sticks, pine cones or bamboo. Once they have constructed it, they should place it in a suitable location in the school grounds.



Children should return to it later and see if any bugs have moved in.

Factual knowledge

- There are many ways to care for local wildlife.
- It is important to care for plants and animals.