



# Field Guide to

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## Animals: Vertebrates

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mammals:

\_\_\_\_\_

birds:

\_\_\_\_\_

## Plants: Non-flowering

Non-flowering plants include mosses, ferns and conifers.

## Plants: Flowering

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amphibians: \_\_\_\_\_

reptiles: \_\_\_\_\_

fish: \_\_\_\_\_

## Animals: Invertebrates

\_\_\_\_\_

\_\_\_\_\_

insects: \_\_\_\_\_

arachnids: \_\_\_\_\_

crustaceans: \_\_\_\_\_

annelids: \_\_\_\_\_

molluscs: \_\_\_\_\_





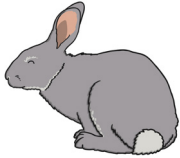
# Field Guide to

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**Animals: Vertebrates**  
Vertebrates are animals that have a

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mammals:



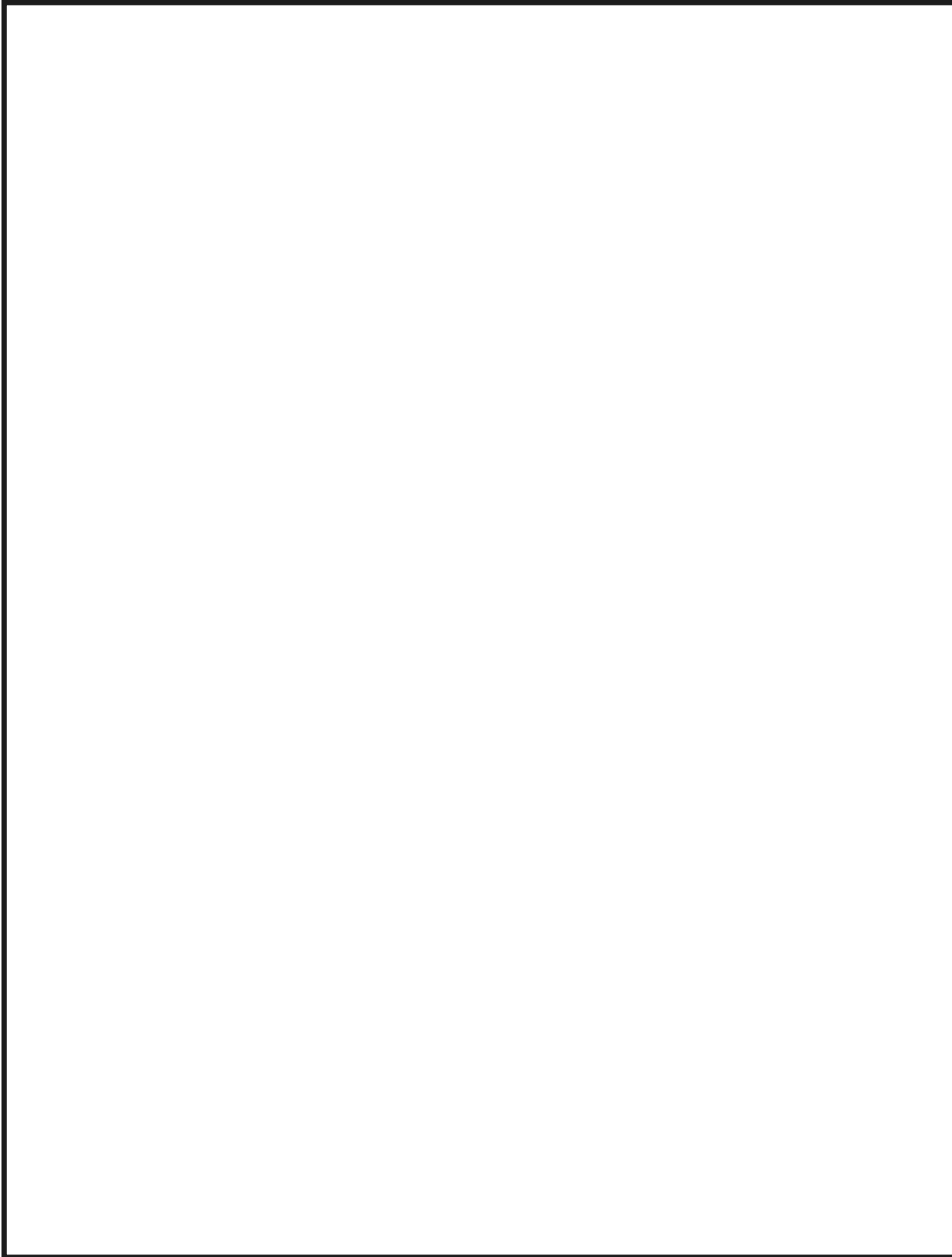
birds:



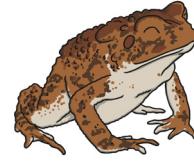
**Plants: Non-flowering**  
Non-flowering plants include mosses, ferns and conifers.

**Plants: Flowering**  
Flowering plants can be pollinated by

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amphibians:



reptiles:



fish:



# Animals: Invertebrates

Vertebrates are animals that have a

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insects:



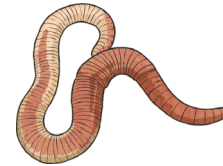
arachnids:



crustaceans:



annelids:



molluscs:





# Field Guide to

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## Animals: Vertebrates

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mammals:



birds:



## Plants: Non-flowering

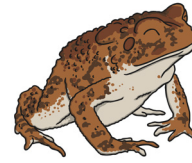
Non-flowering plants include mosses, ferns and conifers.

# Plants: Flowering

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amphibians: \_\_\_\_\_



reptiles: \_\_\_\_\_



fish: \_\_\_\_\_



# Animals: Invertebrates

insects: \_\_\_\_\_



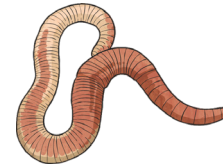
arachnids: \_\_\_\_\_



crustaceans: \_\_\_\_\_



annelids: \_\_\_\_\_



molluscs: \_\_\_\_\_

















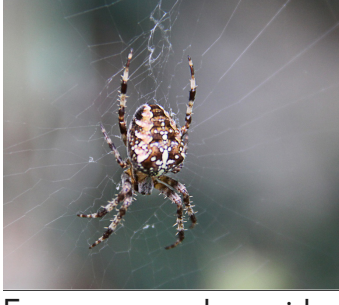





# Local Species

Animals	Plants

# Animals ID Sheet

			
starling	jackdaw	painted lady butterfly	cabbage white butterfly
			
hedgehog	toad	frog	dragonfly
			
earthworm	grey squirrel	stickleback	minnow
			
pond skater	ladybird	bumblebee	woodlouse
			
garden snail	garden slug	European garden spider	slow worm














# Living Things and Their Habitats: Field Guide

<p><b>Aim:</b> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals by grouping organisms found in the local habitat.</p> <p>I can classify organisms found in my local habitat.</p> <p>To give reasons for classifying plants and animals based on specific characteristics by creating a field guide to the organisms found in the local habitat.</p> <p>I can explain the classification of organisms found in my local habitat.</p>	<p><b>Success Criteria:</b> I can group living things according to whether they are plants or animals. I can classify living things according to their characteristics. I can give reasons for the classification of different organisms. I can identify the characteristics of different groups of organisms.</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a> Access to the habitat around school Additional adults to supervise children exploring the habitat, as required An audience for children to present their finished field guides to</p>
	<p><b>Key/New Words:</b> Classify, organism, species, vertebrates, invertebrates, mammals, birds, amphibians, reptiles, fish, insects, arachnids, molluscs, crustaceans, annelids, plants, flowering, non-flowering.</p>	<p><b>Preparation:</b> <a href="#">Local Species Activity Sheet</a> - 1 per child <a href="#">Plants and Animals ID Sheets</a> - as required <a href="#">Field Guide Activity Sheet</a> - 1 per child</p>

**Prior Learning:** The children will have learnt about classification in Lessons 1, 2 and 3, and about microorganisms in Lessons 4 and 5.

## Learning Sequence

	<p><b>Field Guide:</b> Explain the task described on the <a href="#">Lesson Presentation</a>. Explain that children will have chance at the end of the lesson to present their work to an audience. <i>The audience for the children's work may be another class, teaching assistants or parents. You may wish instead to pair the children up and allow them to present their work to one another.</i></p>	
	<p><b>Explore the Habitat:</b> Children work in pairs to identify living things in the habitat around their school. Remind children not to touch or eat any of the organisms they find. <i>You may wish to have additional adults to supervise the children as they explore the habitat.</i> Children use the <a href="#">Local Species Activity Sheet</a> to keep a list of the plants and animals they find, using the <a href="#">Plants and Animals ID Sheets</a> if required to help them identify some of the species they may find.</p>	
	<p><b>Create:</b> Children use the differentiated <a href="#">Field Guide Activity Sheet</a> to create their own Field Guide to the habitat around their school. Children should classify the organisms they found and add them to the correct area of the Field Guide. <i>Look for children who can classify living things according to their characteristics.</i></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Complete the description of each phylum of living things. Use the images as a prompt when classifying organisms.</p> </div> <div style="text-align: center;">  <p>Describe each phylum and class of living things. Use the images as a prompt when classifying organisms.</p> </div> <div style="text-align: center;">  <p>Describe each phylum and class of living things.</p> </div> </div>	
	<p><b>Test the Field Guide:</b> Children present their Field Guides to their audience, explaining why they classified the organisms into each group. If possible, allow children to use their Field Guide with their audience in the area around school, spotting different organisms and using the Field Guide to identify their classification. <i>Look for children who can give reasons for their classification choices.</i></p>	

## Taskit

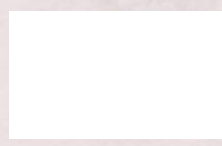
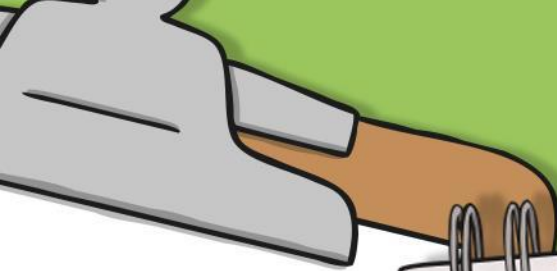
- Quizit:** Challenge children to create a quiz about the different phyla and classes of animals. Children swap quizzes with a partner and try them out.
- Createit:** Children create a Field Guide to another habitat of the choice, researching the information they need using books or the Internet.
- Extendit:** Children could be challenged to include fungi in their search and their Field Guide, adding new pages to their booklets.



# Science

Living Things and Their Habitats

# Field Guide



# Aim

- I can classify organisms found in my local habitat.
- I can explain the classification of organisms found in my local habitat.

# Success Criteria

- I can group living things according to whether they are plants or animals.
- I can classify living things according to their characteristics.
- I can give reasons for the classification of different organisms.
- I can identify the characteristics of different groups of organisms.

# Field Guide

A field guide is a book designed to help the reader identify the living things that can be found in a particular habitat.

Imagine that you have been asked to use your knowledge of classifying living things to create a field guide for the habitat around your school.

You will have to explore the habitat, identify the organisms that you find and then classify each organism to create your field guide.

At the end of the lesson, you will present your field guide to an audience, who may use it to identify the species they find in the local area.





# Field Guide



Your first task is to explore the habitat yourselves!

Carefully search the areas outside your school. You should look for plants and animals. Remember, it is important that you do not touch or eat any of the organisms you find. It could be very dangerous!

Use your Local Species Activity Sheet to make a record of some of the different organisms you discover. You may wish to draw a quick sketch of any unfamiliar organisms.

If you find more than one example of a species, you do not need to record it more than once. For example, you might find lots of dandelions, but you should only record 'dandelion' once on your activity sheet.

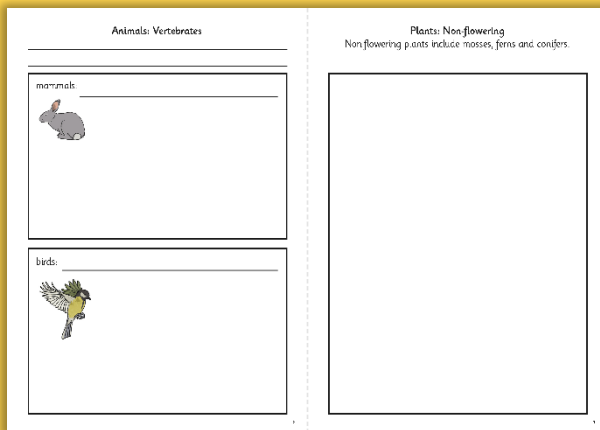
Use the Plants and Animals ID Sheets to help you identify some of the organisms you find.

## Local Species

Animals	Plants



# Create

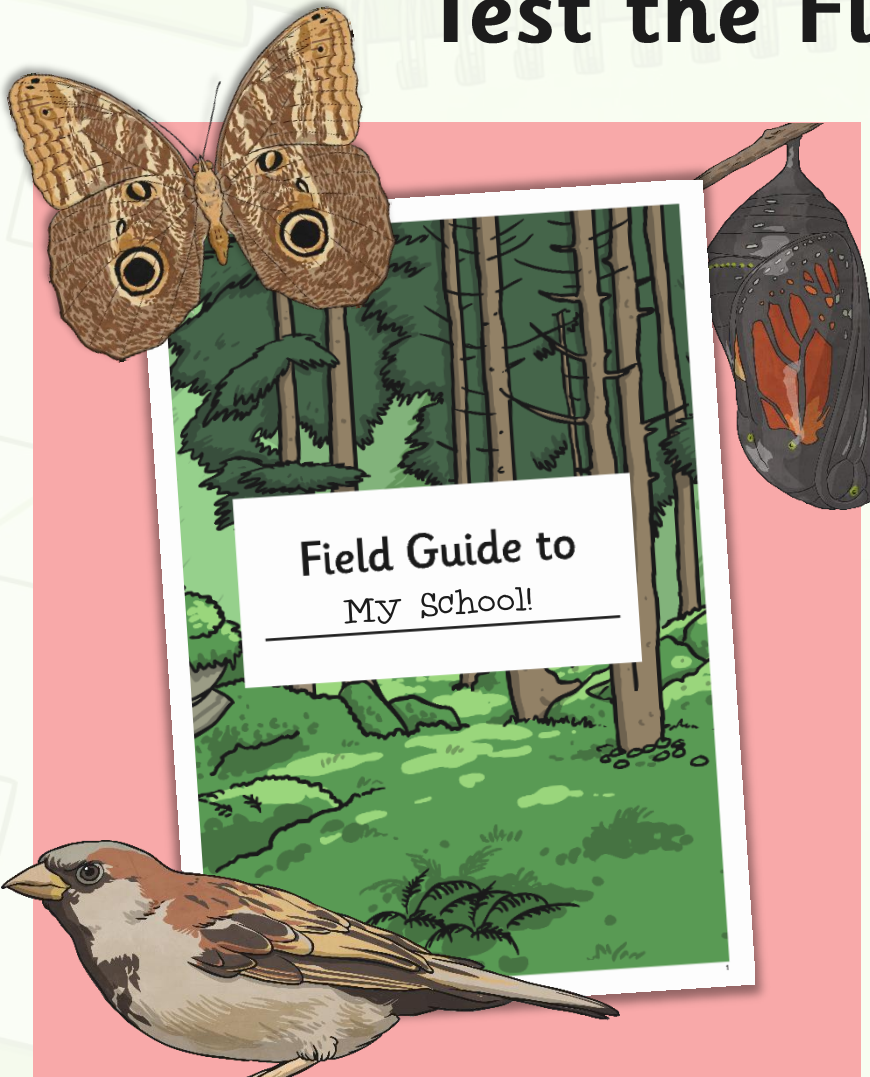


Now that you have identified some of the organisms that live in the habitat around your school, it is time to create your field guide.

Use the Field Guide Activity Sheet to create your book. You will need to decide how each living thing is classified, and list it in the correct place in the field guide. You may also wish to add a picture of each organism.

Include a description of each group of living things, including information about their characteristics.

# Test the Field Guide



It is your chance to present your field guide to your audience!

Explain what the purpose of your field guide is, and how you classified the living things in your local habitat.

Your audience may be able to use your field guide in the local area to identify and classify the things they find.

Did they find your field guide easy to use? Could they use it to classify the organisms they spotted?

# Aim



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# Plants ID Sheet



daisy



buttercup



clover



nettle



bramble



dandelion



ivy



rose



ash



beech



birch



elder



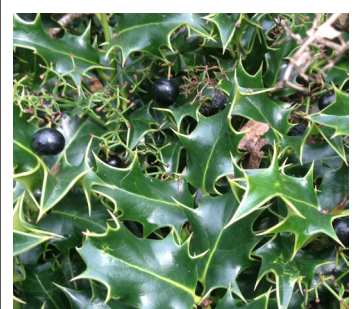
hawthorn



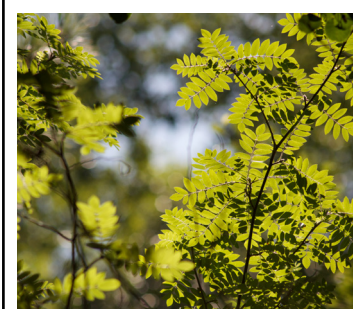
lime



oak



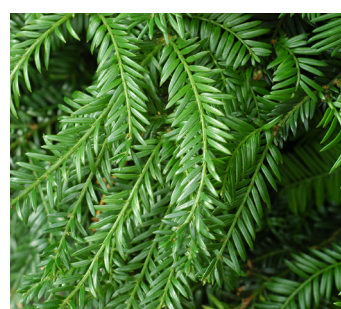
holly



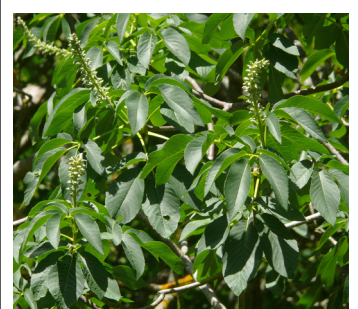
rowan



sycamore



yew



horse chestnut



Living Things and Their Habitats | Field Guide

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