




Learning Scientific Skills Outside the Classroom

Scientific Skills

Observing	Identifying and Classifying Specific skill - sorting into groups	Concluding
Country of Origin	Suggested Age Range	Suggested Theme
 Sweden	4 – 6	Habitats
Location outside the classroom		Benefits of using this location
Grass field near the forest		There is plenty of room for the children to move around and it also provides a local habitat for the children to explore
Learning Objectives – Scientific Skills		Learning Objectives – Knowledge
To observe features of different animals To sort animals into groups To say what they have found out using simple scientific language		To know what a habitat is To name some habitats To know which habitats some animals might live in
Key Vocabulary		
Scientific skills vocabulary – see, look, observe, same, different, sort, group, communicate, found out Knowledge vocabulary – animals, feature, habitat and names of habitats (e.g. desert, rainforest, mountains and snow)		
Resources / Equipment		
<ul style="list-style-type: none"> • Photographs of different types of habitats (e.g. desert, rainforest, sea, lake, forest, mountain and snow) • Photographs of different types of animal which would live in these habitats (e.g. jelly fish, eel, squirrel, moose and gorilla) 		
Teaching Activities		
<p>Explain – They are going to be looking closely at different animals today and thinking about where they live. Tell them that the place where a plant or an animal lives is called its habitat.</p> <p>Discuss – What different animals can you name? Do these animals all look the same?</p> <p>Activity – Children look at different pictures of animals which have noticeable differences and talk about what they can see. Encourage them to look closely at and observe the animal's features, for example its colour, size, how it moves, what is covering its body, how many legs it has.</p> <p>Discuss – Are any of the animals the same? Do any of them look the same? How do they look the same? How do they look different? Discuss what is meant by putting things into groups and sorting them.</p> <p>Demonstrate – Show children pictures of 4 different animals and demonstrate how you would sort them into two different groups by looking closely at their features. Talk to them about the features that the animals have e.g. I am going to sort these animals into two groups – the animals in this group have 2 legs but the animals in this group have no legs or this group of animals can swim but this group can't.</p> <p>Activity – Children sort their animal pictures into groups and say why they have grouped them. Encourage the children to give a reason and say what is the same or what is different about their animals.</p>		





Discuss - Do all these animals live in the same place? Remind them that the place in which an animal lives is called its habitat. Why do you think they might live in different places?

Explain – There are lots of photographs around the field which have different pictures of habitats on them. They are going to try and match the animals in their pictures to the correct habitat and think about why they have chosen that habitat for their animal.

Activity – Children move around the field trying to find the correct habitat for their animal. When they have decided which habitat is correct, they need to tell an adult why they have chosen that habitat. They can then repeat the activity with a different animal.

Discuss – What animals live in certain habitats e.g. What animals have their habitat as the sea? Why do these animals live here? Link this to their earlier observations of animal’s features such as the way it moves, its shape, size or colour.

Conclusion – Children explain what they have found out about habitats, they could do this by telling an adult or by writing a sentence if they are able. Encourage pupils to use the word habitat in their response.

Extension activity – Children look at the animals they can see in their local habitat - use magnifying glasses and binoculars to observe animals in their local habitat and think about why they live in that habitat.



Examples of children’s work and teacher comments from country of origin



This activity was good as it invited discussion about the pictures. The children talked about biological differences and in the activity there were no limits as to how the discussion should be led (except for the question about which habitat the children thought the animals belonged to). It was good to be in an open space so the children could move around.