

# Biodiversity Study - Foundation Stage

## Overview

The purpose of the Biodiversity Study is for pupils to conduct a survey, using tally charts, of the wildlife on a local site (within their school grounds). This will look at animal and plant life. This pack also includes follow up questions and ideas that a teacher can use with the pupils.

## Goals

- Pupils to start to recognise and name local species of animal and plant life. They will record insect, mammal, plant and bird life in a tally chart (with photographs if necessary to aid recognition). This process of recording will help children to remember the names of local wildlife; and it is a chance to practise careful and accurate recording.
- Pupils to explore and understand that a range of wildlife can be found in one habitat.
- Pupils to practise the accurate collection of data onto a tally chart. They could tally or make any other relevant marks to count. These marks will then be counted up to write down totals.
- Pupils can then sort their findings into different groups, for example: insects that fly, insects that don't fly.
- There is then a lot of opportunity for talk afterwards, especially if photographs are taken.

## Foundation Stage

Communication and Language,

Literacy, Mathematics,

Understanding the World.

## Materials & Resources

- Clipboard
- Pencils
- Magnifying jar or magnifying glass
- Pooters
- Camera/iPad
- Biodiversity PowerPoint
- Biodiversity Tally charts for insects, birds/mammals and plants

## Early Years Outcomes Links

### Communication and Language

Responds to instructions involving a two-part sequence.

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

### Mathematics

Counts actions or objects which can't be moved. Counts objects to 10. Uses the language 'more' and 'fewer' to compare sets of objects.

Records, using marks that they can interpret and explain.

### Literacy

Begins to read words and simple sentences.

Writes own name and other things such as labels, captions.

### Understanding the World

Can talk about some of the things that they have observed such as plants, animals, natural and found objects.

Show care and concern for living things and the environment.

## Before the Study

- Talk to the children and find out any names of common plants, mammals, insects and birds which they might already know. What sort of wildlife do they see on their way to school each day?
- Go through the Biodiversity PowerPoint – do they know any of the names already? Talk to the children about tallying or the sort of marks that they are going to be making to record their results.
- Decide how long pupils will be outside carrying out their biodiversity study.
- Encourage pupils to think about where they might look in the school grounds, for example under any large stones or in the earth might be a good place to spot an earthworm. This will aid discoveries and discussions on habitat.
- Discuss how the children should treat any wildlife they find as they need to learn to respect their local environment.
- Pupils could be divided into teams so that they have a specific area, for example insects, to look at. Then when the class comes back together at the end they could feed back to the rest.
- If possible photograph the wildlife you find to help with identifying and categorising the wildlife.

## After the Study

- Using the photographs taken, children can group the wildlife using their own categories.
- The 'yes/no' game: children can identify what sort of creature you are talking about by only asking questions which can be answered yes or no. They could try and use some scientific words to describe the wildlife.
- Having carried out the initial investigation you can set the children follow up questions that they could try to instigate and answer in their outside area, for example: where are most small insects found? Does the weather affect collecting insects?
- Pupils can write captions of themselves next to photographs of the study. In addition they could write labels to go next to a display of the varieties spotted.
- Pupils could make models of some of the wildlife that they have made from junk modelling, pipe cleaners etc.

## Notes

- Pupils must wash their hands after touching any wildlife.
- The blank spaces at the bottom of the tally chart are for any additional wildlife sighting.