



Lesson 5

What lives in and around a river?



Enquiry Question: What animals and plants live in and around a river?	Expected Duration: 1 Hour	Key Stage: 2
---	-------------------------------------	------------------------

Learning Objectives:

1. **Know:** The animals and plants that live in and around a river
2. **Understand:** Why these living things live in and around the river
3. **Apply:** Investigate river species and their common characteristics

Learning Outcomes:

All pupils will be able to: recognise river species over non-river species

Most pupils will be able to: categorise species into scientific groups/classifications

More able pupils will be able to: explain the common characteristics of the species groups and give examples within those groups

Time: 5 mins

Starter: Inside a river (Slide 2)

What habitat is Scout looking at in the image and what is it like? Thinking about habitat features from the previous session.

Suggested differentiation:

More support: Use videos or more images of inside a river. Print out the illustration for students to circle or colour and label features. Include the starter words on the slide.

Challenge: Remove the starter words if needed. Why do the fish and otter like this habitat? Thinking about how these organisms might be adapted to the environment and how this habitat serves these organisms.

<p>Time: 10 Mins</p>	<p>Task 1: Living things (slide 4) Firstly, sort the descriptions into each category of living things and then add the examples.</p> <p>Suggested differentiation:</p> <p>More support: Discuss the living things and the categories, show videos/ images of each example and discuss their features. The illustrations can be labelled so that students can add the corresponding numbers to their table or you can produce a card sort.</p> <p>Challenge: What groups of living things might you see in rivers and why?</p>
<p>Time: 10 mins</p>	<p>Task 2: Living things inside the river (slide 5) Students should use the illustration of inside a river to label the living things that they can see. Circle or highlight the living thing and label it with the group. Use the animations to help show the answers.</p> <p>Suggested differentiation:</p> <p>More support: Give examples of living and non-living and discuss. Provide a copy of the image for them to label and colour code.</p> <p>Challenge: What non living things can you see? How do the living and the non-living things interact with each other?</p>
<p>Time: 10 mins</p>	<p>Task 3: Inside the river: invertebrates (slide 6 and 7 for answers) Scout investigates invertebrates inside the river, use the statements to pick out which ones best describe invertebrates.</p> <p>Suggested differentiation:</p> <p>More support: reduce the number of statements. Go through each statement as a class and discuss using the example illustrations or other images.</p> <p>Challenge: Why do you think invertebrates are important to the river habitat?</p>

<p>Time: 10 mins</p>	<p>Task 4: On and around the river Mindfulness activity, imagine you are sat by the side of the river, what living things might you see, hear, smell and feel?</p> <p>Suggested differentiation:</p> <p>More support: play river sounds and use different images. Add supporting labels to the image.</p> <p>Challenge: Why might these living things choose to live near to the river?</p>
<p>Time: 10 mins</p>	<p>Task 5: On and around the river Students should use the illustration of the surrounding landscape of a river to label the groups of living things that they can see. Circle or highlight the living things and label it with the group. Use the animations to help show the answers.</p> <p>Suggested differentiation:</p> <p>More support: Discuss the difference between living and non living things. Provide a copy for students to label, or provide the headings for students to add their examples from the illustration to.</p> <p>Challenge: What non living things can you see? How do the living and the non-living things interact with each other?</p>
<p>Time: 15 Mins</p>	<p>Task 6: Living things in and around rivers (slide 10) Use the information cards or other sources of information to investigate the different river animal groups. Use the question prompts to support their investigation.</p> <p>Suggested differentiation:</p> <p>More support: Reduce the number of questions that they need to find the answer to. Produce a shorter summary sheet with the essential facts.</p> <p>Challenge: How might these living things be in danger and how can we help? Thinking about the issues in rivers such as pollution or over abstraction.</p>
<p>Time: 5 Mins</p>	<p>Plenary (Slide 11) Name 5 mammals, 4 birds, 3 fish, 2 invertebrates and 1 amphibian that you might see in or around a river</p>

Teacher Notes:

Resources:

- PowerPoint for slides
- Whiteboards, exercise books, voting cards
- Printouts of landscape images
- Printout of illustrations if needed.
- Information cards printed out for group task
- Other information sources e.g. laptops, encyclopedia

Optional practical activities

- Outdoor - Transect practical (KS2)
- Outdoor – Minibeast hunt (KS1)
- Indoor or Outdoor – Wildlife corridor game (KS1 and 2)

Curriculum Links:

Science:

- Describing and comparing common animals (fish, amphibians, reptiles, birds and mammals). Recognising that most live in a habitat that they are adapted for. Looking at habitats providing the basic needs of different animals and plants and that the habitat also benefits from this relationship.
- Being able to name a variety of plants and animals in their habitats.
- Looking at sources of food for living things.

Geography: Describe and understand aspects of physical geography including rivers.

Key Words:

Mammal

Fish

Invertebrate

adapted

Amphibian

Habitat

Investigate

With thanks to: 4