

# Hedgehogs KS2

## Session Overview and Learning Objectives

An exciting way to learn about one of Ipswich's flagship urban species, hedgehogs. Pupils will investigate hedgehog habitats, learn how to identify hedgehog footprints and droppings, explore their skulls and spines, and learn about hibernation.

## Session Summary

- This session is suitable for one class at a time of up to approximately 30 pupils
- The session lasts up to 90 minutes
- Required ratio – 1 adult:10 pupils

**We provide all equipment.**

## Session Outline

Time	Activity
5 minutes	Welcome, introduction and H&S brief
10 minutes	Footprint ID game: what animals might we find in the park? Learn to identify animal footprints
60 minutes	Mammal tunnels: identifying footprints from species who have visited overnight with a focus on hedgehogs
15 minutes	Species survival game (population dynamics)

## Learning Objectives

All will have the opportunity to explore the natural world around them

All will have the opportunity to search for signs of animals

All will be able to identify the different footprints of a variety of local species

All will be able to recall the names of some species including hedgehogs, mice, foxes, shrews, etc

All will have the opportunity to look at feathers, skulls, etc. of different species

All will recognise the distinguishing features of mammals, birds and reptiles

Most will recognise a variety of footprints dependant on size, shape, etc.

## Links to the national curriculum

The following bullet points are extracted from the national curriculum:

## **KS2 Science Years 3 and 4:**

**Working scientifically. Pupils should be taught to use the following practical scientific methods, processes and skills:**

- making systematic and careful observations
- gathering, recording, classifying
- identifying differences and similarities.

**Year 3: Animals, including humans. Pupils should be taught to:**

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

**Year 4: Animals, including humans. Pupils should be taught to:**

- construct and interpret a variety of food chains, identifying producers, predators and prey.

**Year 4: Living things and their habitats. Pupils should be taught to:**

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

**Year 5: Living things and their habitats. Pupils should be taught to:**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

**Year 6: Living things and their habitats. Pupils should be taught 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
- give reasons for classifying plants and animals based on specific characteristics.

**Year 6: Evolution and Inheritance. Pupils should be taught to:**

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.