

Habitats

From looking at hot and cold places and the animals and people who live there, the concept of habitat is extended from the local area to locations that provide the settings for stories. The children use a range of non-fiction texts, including the internet, to find out about creatures of polar lands and deserts. They read a poem by Thomas Hardy about the snow and use the popular *Katie Morag* to see how characters and events are linked to their settings. Reading *Katie Morag and the Two Grandmothers*, the children interrogate the text and use the idea of island life to plan and write their own story. Spelling, punctuation and grammar elements covered include possessive apostrophes, contractions, noun phrases and subordinate clauses.



Expected prior learning

- Can understand what a setting is.
- Can use the senses to describe a setting.
- Can understand what a habitat is.
- Can understand that stories take place in particular settings.



Overview of progression

- The children will move from looking at and describing their local area, to finding out about and describing unfamiliar habitats and locations.
- They will develop their understanding of how characters and events are affected by their setting.
- By using noun phrases and subordinate clauses they will improve the quality of description and language construction in their writing.
- They will gain confidence in using the apostrophe, for singular possession and contractions.



Creative context

- This half-term's work would fit in well with the study of habitats in science.
- There are clear links to basic geographical vocabulary, the use of maps and looking at characteristics of a small area of the UK.
- In art, the children can create representations of a wide variety of habitats using drawing, painting, collage or 3D. They could also draw or paint characters showing how what they wear is affected by their location.
- The Scottish setting for the *Katie Morag* stories could link to listening to and learning some traditional Scottish songs, and maybe even dances.



Preparation

Gather together a range of books, suitable for the reading levels of the class, about hot and cold places and the animals that live there. It will also be useful to have copies of several of the *Katie Morag* titles. Familiarise yourself a little with the geography of the part of Scotland where the *Katie Morag* stories are set – the north-west coastal area. Check out the suggested websites about animals and habitats (week 1, lesson 2), adding more if you wish.

You will also need:

Multiple copies (if possible) of *Katie Morag and the Two Grandmothers* by Mairi Hedderwick, a selection of other *Katie Morag* stories, large map of the world, sunhat, winter hat, information books about hot and cold places and animals in their habitats, internet access, scissors, glue sticks, sticky notes, a selection of fiction, non-fiction and poetry books, photos of snow, map of a local park, nature reserve or school grounds, leaflets about rural locations, leaflets about local walks, a map of Scotland showing the island of Coll, a map of Struay that you have created showing the main locations, dice.

On the CD-ROM you will find:

Media resources 'Habitats', 'Living at the extreme', 'Island versus mainland'; interactive activities 'Get it right', 'Which /j/?', 'Possessive apostrophes'; photocopiable pages 'Katie Morag and the Two Grandmothers', 'Animal homes', 'Sam Sparrow gets lost', 'The strange room'