**Year 1 Science – Basic Animal and Human Needs and Habitats**

Ideas to support your child with Science learning

**Animal and Human Needs:**

In this topic children will develop an understanding of the 4 main things that animals and humans need to survive (water, food, air and shelter). BBC Bitesize provide useful information and videos to support children’s learning of this.

Activities to support learning:

* Children could make a list of the things that make them happy. Discussion can then be had on the difference between things we want and things that we need. E.g. we may want an iPad, but we don’t need it, we can live without it.
* Encourage children to imagine they are alone on a desert island for a month. What will they need to survive? What things do they need to have in order to stay alive?
* Discussion around what would happen if we didn’t eat any food, we didn’t drink any water, we didn’t have air to breathe, we didn’t have shelter (somewhere to live).
* What might happen if our basic needs are not met?
* Discuss why we need water, food, air, shelter. Why is it important that we drink water? What does it do in the body?
* Children could choose an animal. A picture of this could be stuck in the middle of the page and then children can draw/write what the animal needs in order to stay alive around the outside.

**Habitats:**

A habitat is a home environment for plants and animals. These can be broken down into 8 different types; polar, ocean, woodland, rainforest, urban, desert, costal and pond. In this topic, children develop an understanding of what a habitat is, why an animal/plant is best suited to that habitat and how the habitat provides the animal/plant with its basic needs. Children could also explore some very small habitats called micro-habitats.

Activities to support learning:

* BBC Bitesize provides short videos explaining each habitat and the animals that you might find there. After watching the videos children could write down what each habitat looks like.
* Take children outside to see if they can spot any micro-habitats (e.g. flowerbeds, under logs, in the grass, under leaves). Children could record this by writing/drawing what animal they have found and where.
* Discuss different animals and where they are likely to be seen. Pose some incorrect answers to support children’s understanding, e.g. Will I see a whale in the forest? Does a sheep live in a pond?
* Explore why this habitat is best for the animal. Think about the food that the animal eats; can they get this food here? E.g. a frog is best suited to living in places where there is water such as near a pond or lake as they lay their eggs in water.
* Explore camouflage and how this links to where an animal lives. A lion is not going to live in a city because it will stand out and be hard for it to hide from prey. It will live in places where there is long grass for it to hide in such as the plains of Africa.
* Children could display the information they have found in short book or select their favourite animal and write a few sentences explaining where it would live and why.