



Fox Day activities



In partnership with:

LEAGUE
OF ANIMALS 

Inspiring young minds by exploring nature

Looking For Tracks

KS2
LOWER*

National curriculum objectives



- working scientifically: making careful observations
- recognise that living things can be grouped in a variety of ways

Resources (you will need):

LOA 05 (animal illustrations) and
LOA 06 (animal tracks)
PDF



[CLICK TO DOWNLOAD
LOA 05](#)

[CLICK TO DOWNLOAD
LOA 06](#)



30 MINUTE ACTIVITY

Explain to learners that animals are all around us, but we don't necessarily see them. However, animals leave clues behind, such as tracks and signs that, if we look carefully, we can find. What might these signs be? **Footprints, hair or fur, nibbled leaves or nuts, a small path that is frequently used, a home such as a hole in the ground or a nest in a tree, a compressed area of grass or terrain.**

Go outside and look for clues that animals may have been in the playground. Remind learners that they will have to look very carefully (perhaps shiny snail trails or nibbled leaves). If this is too difficult in the surrounding area, ask pairs to create a trail and imagine which animal has been there and why they have left that sign e.g. using a stick learners could scratch footprints into the ground, explaining that a badger has been here looking for food or they could tear some leaves and place them scattered on the floor explaining that a deer has been here eating the green leaves from this bush.

Back in the classroom, give pairs of learners the LOA 06 (animal tracks) and LOA 05 (animal illustrations) PDF. They should look carefully and label the tracks with the matching animal name.

Class reflection

The natural world becomes alive in a whole new way after your brain can recognise simple differences in the outside world, such as compressed ground, tracks and nibbled plants. It builds a connection with animals, develops skills in tracking and pattern recognition and stimulates a curiosity about animals. Being an animal 'ambassador' is very important as animals need protecting and there are still humans in the world who do not care about animals (some even hunt animals as a sport).

Have time for a literacy link?

Ask learners to write a short description of the moment in time an animal was disturbed and left only tracks behind. Try to encourage writers to include suspense and intrigue in their writing, as well as being full of adjectives so readers can really visualise the animal. All descriptions could end with 'and left only tracks...', to create a class collection.

Philosopher question

Do you always
see when you look?



*Year 3 and 4 objectives

The Human Impact

KS2
LOWER*

National curriculum objectives



- working scientifically: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recognise that environments can change and that this can sometimes pose dangers to living things

Resources (you will need):



A picture of the game 'snakes and ladders' (optional), colouring pencils and each pair will need an A3 piece of paper with a grid of 50 squares drawn on it



60 MINUTE ACTIVITY

First introduce the session by reminding learners of the game 'Snakes and Ladders'. Point out that the snakes are negative and make players go backwards in the game, and the ladders are positive meaning players can skip forwards. Tell learners that their board games will be called 'The Human Impact' and that their 'snakes' will be negative ways that humans affect the environment and living things around them and their 'ladders' will be positive ways that humans affect the environment and living things around them. To start, as a class, begin to classify information into positives and negatives, by making a list.

Examples include:

Negatives: More rainforest have been cut down, destroying the habitats of hundreds of animals, hunters have just galloped across the countryside killing foxes and deer, a family has left rubbish in the field they had their picnic in.

Positives: A group of schoolchildren have just gone on a litter pick in their local park, a charity has saved a dog that was going to be used in a dog fight, more people have learnt about recycling and looking after our oceans.

Next give pairs their blank game board. They can then choose where these statements go on the board. They may want to draw items to physically show players where they move forward or back to (like in Snakes and Ladders), or alternatively, they could write 'Go forward three spaces', for example, at the end of the sentence. Using colouring pencils, learners can decorate their boards with negatives and positives such as litter, tractors, trees and animals. The groups could also exchange games and test them out, learning from others statements.

Class reflection

Humans are now responsible for causing changes in the environment that hurt animals and plant species. As there are now so many humans, we are building more homes and cities, destroying natural habitats. We pollute Earth with our transport, litter and factories. We illegally hunt and kill animals, often just for fun. All of these activities take resources and habitats away from plants and animals. What can we do to help?

Have time for a literacy link?

Do some persuasive writing by asking learners to write advertisements for their games. The adverts should highlight that others need to learn about the impact humans are having on the environment and living things.

Philosopher question

Can humans have only a positive impact?



*Year 3 and 4 objectives

The Importance Of Plants

KS2
UPPER*

National curriculum objectives



- working scientifically: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Resources (you will need):

Microscopes or magnifying glasses, find a few of Linnaeus' observational drawings (online), pencils, drawing paper, coloured paper, paper towels and heavy books.



60 MINUTE ACTIVITY

Follow in the footsteps of famous taxonomist, Carl Linnaeus, in identifying, recording and classifying flowering plants. Show learners how to carefully choose a flowering stem, with its leaves, and study it with a microscope or magnifying glass. Demonstrate really looking and observing carefully. Ask learners to do the same, ensuring you do not ask them to do anything else, apart from talk about their observations with a partner. Next show the class some of Linnaeus' drawings online and encourage them to make their own careful drawings of the specimens they have collected, annotating the key features. Finally, show learners how to press the flowers between paper towels and underneath heavy books. These can be displayed alongside the drawings, in books or on a display board.

N.B. Teachers need to research possible dangerous plants in the area e.g. poisonous to eat; cause severe skin reactions, as well as those protected by law. No whole plant must be uprooted or destroyed. Picking flowers in certain places is illegal e.g. parks, commemorative gardens and Nature Reserves (see The Royal Horticultural Society website if you're unsure).

Class reflection:

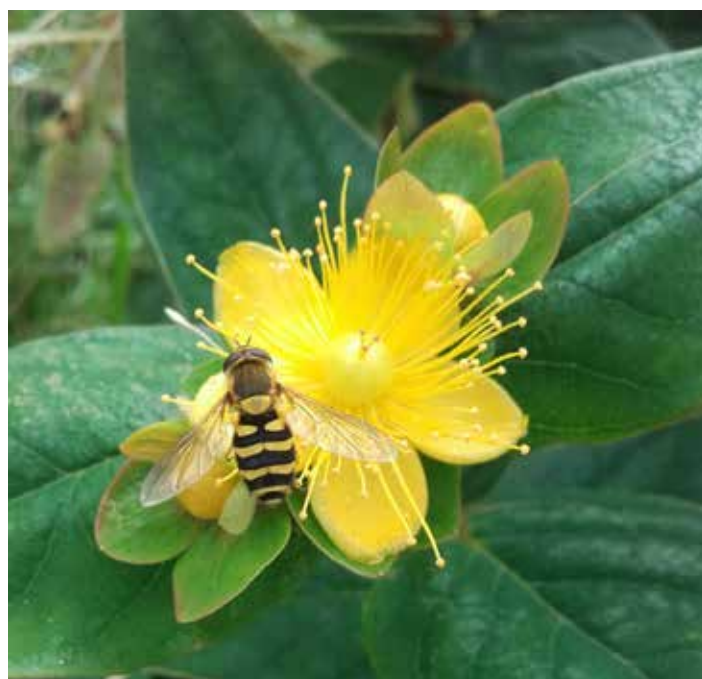
Carl Linnaeus created a system that helped sort animals and plants into categories, making it much easier for scientists at the time to keep track of all the new species being discovered. Studying plants now is still very important as they slowly change and evolve over time. Learning what species are endangered, evolving, or overpopulated means we can care for the planet in different ways, helping to avoid plant species going extinct.

Have time for a literacy link?

Carl Linnaeus wrote observational descriptions of the specimen he collected. He was also a poet. Encourage learners to either write a detailed paragraph to help others classify plants or a poem about the plant they drew. A mix of both makes a great display, article in the school magazine or entry in the class floorbook.

Philosopher question:

Is it ok to pick plants and flowers?



***Year 5 and 6 objectives**

National curriculum objectives



- working scientifically: presenting findings in written forms such as displays and presentations
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Resources (you will need):

Paper, pencils, printed lifecycle of a mammal, an amphibian, an insect and a bird (a simple online search will help with this)



30 MINUTE ACTIVITY

In pairs, ask learners to draw the lifecycle of any animal (this should be a rough sketch or could be done using words but should not take more than a few minutes). Ask pairs to share which animal's lifecycle they completed and identify if that animal is a mammal, an amphibian, an insect or a bird. Then ask them to link up with another pair that sketched a different animal group lifecycle. For example if they did an amphibian e.g. a frog, ask them to match with a pair that did an insect e.g. a butterfly, or a mammal e.g. a cat, or a bird e.g. a chicken. In case there are many of the same animal group, it may be helpful to have a few lifecycles spare that you have printed beforehand. Now ask these new groups to work together to describe the differences in the life cycles in front of them. How many stages do they have? How do the animals change? Is there a big difference in how they look when they are born and when they are an adult? Does the life of their animals both start in an egg?

Class reflection:

No matter what life cycle an animal has, it's aim is to reach adulthood, reproduce and continue the life of the species. If humans don't protect animals and their young, it may mean they don't reach this stage and numbers begin to reduce. For example, hares are endangered in the UK. The number of hares has dropped by about 80% in the last century or so as often hares who have not reproduced yet, or pregnant hares, before they have had their babies, are hunted.

Have time for a literacy link?

Ask each learner to imagine they are a young animal. It can be any animal they want but their best friend is a young animal from a different animal group. Challenge learners to write a short story about the differences they face being best friends with an animal with a different life cycle to them. Some examples include a kitten watching a tadpole grow and waiting patiently as it changes, or a caterpillar settling on an egg, just as it begins to hatch. Can these friendships last or are the animals just too different? What challenges and differences do they come across?

Philosopher question:

Which stage of a lifecycle is the most important?



*Year 5 and 6 objectives