



Science @ WPA

Year 6 Transition project

Name: _____

Primary School: _____

Y6 Primary Science Transition Project – Ecology

The aim of this project is to explore the living world around us. You will investigate your local habitat.

Keywords - Find out what these scientific words mean. Write the meaning in your own words.

Adaptation - _____

Competition - _____

Ecosystem - _____

Food Chain - _____

Producer - _____

Habitat - _____

Predator - _____

Prey - _____

What you need to do

You can enjoy up to 1 hour each day exercising outside, observing social distancing rules. Use this time to explore a local habitat, this could be:

- Back garden/yard
- Hedgerow
- Local park (if still open and safe to use)
- Woodland

Make a note of any animals and plants that you see.

You can:

- write these down
- take photographs or videos
- you can even pick some of the plants (be careful not to over pick any flowers etc.)

Be creative and explore the natural world around you!



Research

You now need to research the plants and animals you have seen. You may use any appropriate resource to help you learn about the plants and animals you have seen.

Here are some of our suggestions:

Birds – <https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/identify-a-bird/>

Animals - <https://www.nationalgeographic.com/animals/facts-pictures/>

Trees – <https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/tree-id-app/> (this is a free to download and use app which you can take on your walk)

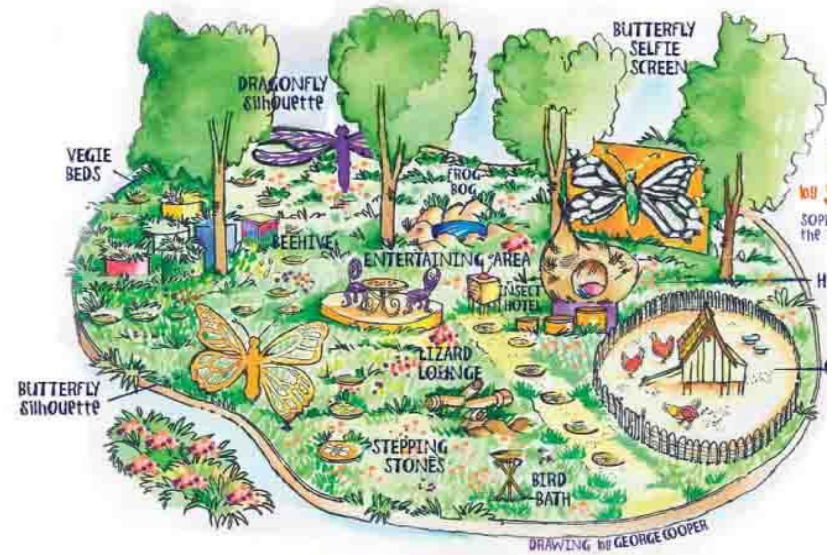
Present

It's now time to present your findings. The presentation can be in any form you want.

Some suggestions are:

- Video
- PowerPoint presentation
- Poster
- Information leaflet

These are only a few suggestions. You can be as creative as you like.



Things to include

- Where your habitat was (could you draw a map of your walking route?)
- Key scientific information about the plants and animals in your habitat (adaptations of some animals & plants, are they plants, prey or predator animals?)
- Remember to include some of the key terms you researched in your first task
- Can you write down a food chain?
- Pictures/videos/drawings/plants

If you are struggling for ideas, google: "ecology poster project" and look at the images



Star Challenge

Can you write a newspaper article about your nature walk?

Informative scientific writing is very important to educate the public through newspapers and magazines. Use the template and support below to help you with your article

Writing a newspaper article

When you write an article for a newspaper, you need to use a special style. For this article you should include:

- **A headline:** This is a catchy title to grab the reader's attention. It should be short and written in large letters.
- **Sub-headings:** These are usually more factual. They help to draw the reader's attention to different parts of your article.
- **Content:** You should write the main body of your article in two or three columns, using Standard English. This means you should have no slang words or abbreviations. You should write the opening paragraph to engage the reader – otherwise why would they read any further?
- **Pictures:** Any pictures or images that you use should be fitted into the text and placed near to where you write about them.

NEWSPAPER NAME		
SOME INFORMATION ABOUT THE NEWSPAPER		article date
YOUR HEADLINE SHOULD GO HERE		
Sub-heading should go here. Your article starts here...	...and continues here...	...and finishes here.
Add in an image here		

Assessing your learning

Can you answer any of these practice exam questions?

Q1. Living things



frog



slug



kestrel



lettuce

Slugs can eat lettuces.
Kestrels can eat frogs.
Frogs can eat slugs.

(a) Write this as a food chain.



1 mark

(b) Write the name of the producer in this food chain.

.....

1 mark

Q2. Pond

(a) The children observed the animals in and around a pond.



Which **THREE** things do **all** animals do?

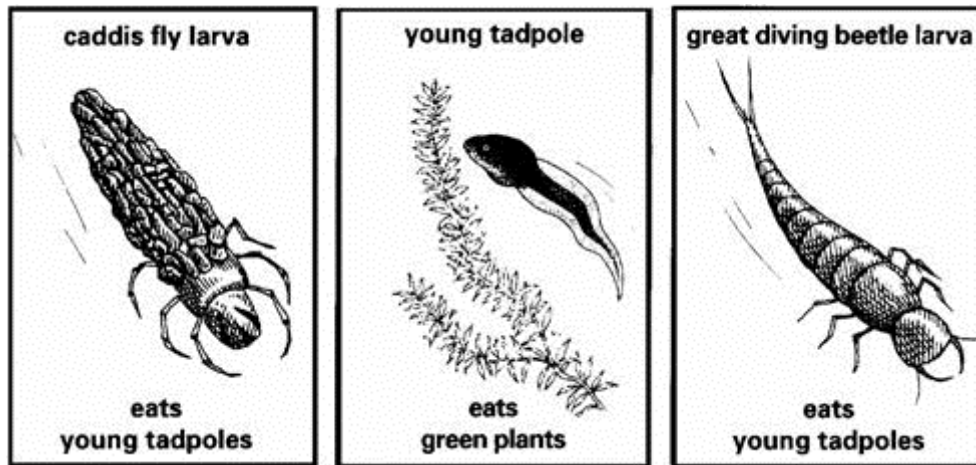
Tick **THREE** boxes.



run	<input type="checkbox"/>	swim	<input type="checkbox"/>	grow	<input type="checkbox"/>
hunt	<input type="checkbox"/>	move	<input type="checkbox"/>	hear	<input type="checkbox"/>
reproduce	<input type="checkbox"/>	make a noise	<input type="checkbox"/>	wash	<input type="checkbox"/>

3 marks

(b) The pictures show what some of the living things in a pond eat.



1 mark

Use the information in the pictures.

Write the names of three living things to show one food chain in this pond.

..... → →

(c) Write in the table the names of **ONE** predator, **ONE** prey and **ONE** producer shown in the pictures.

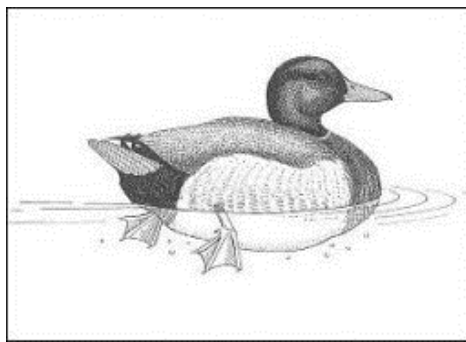
.....

predator	prey	producer
.....

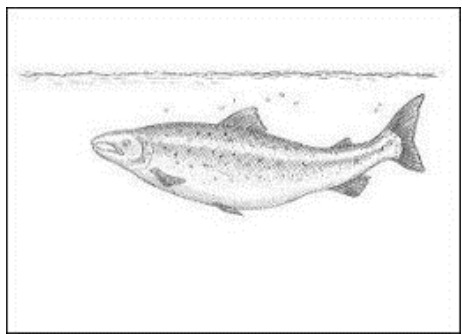
1 mark

Q3. Freshwater River

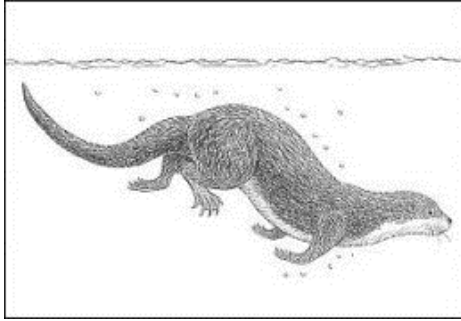
(a) These animals live in a freshwater river.



duck




salmon




otter

The otter has a strong tail which it uses to push itself through water.

What part of their body do these animals use to push themselves through water?

(i) duck 

1 mark

(ii) salmon 

1 mark

(b) Here is a food chain from the same river.

algae (*green plants*) → **water insects** → **salmon** → **otters**

Name a **predator** in this food chain



1 mark

(c) What would be the effect on the number of otters in this river if **ALL** the water insects died?

.....
.....

1 mark