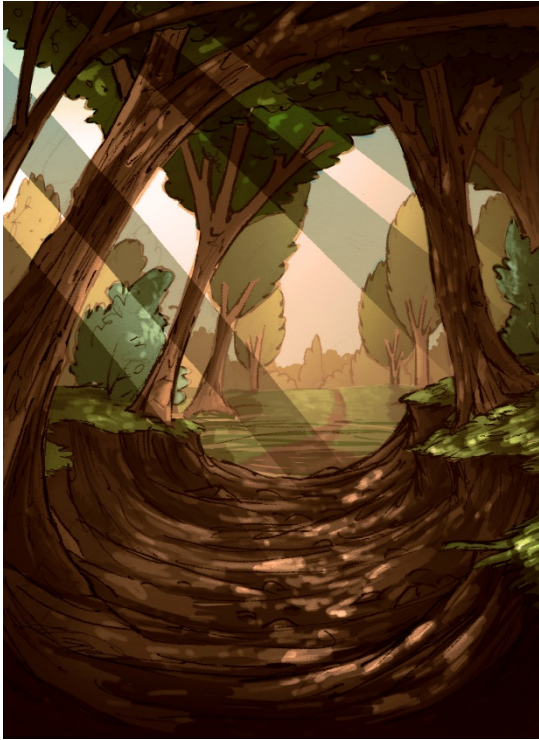


Explore a Woodland Habitat

A **habitat** is a place where animals and plants live. A good habitat has food, water and **shelter**.



The Woodland Habitat

A woodland is a habitat where lots of trees grow together. The leaves and branches **overlap** and give lots of **shade**.

Plants and Flowers

Bluebells and brambles grow in woodlands. Trees like oak and birch also grow in these places. Leaves, fruits and nuts are the **perfect** meal for animals.



Animals



Woodlands are habitats for lots of animals, birds and minibeasts because there are so many plants to eat.

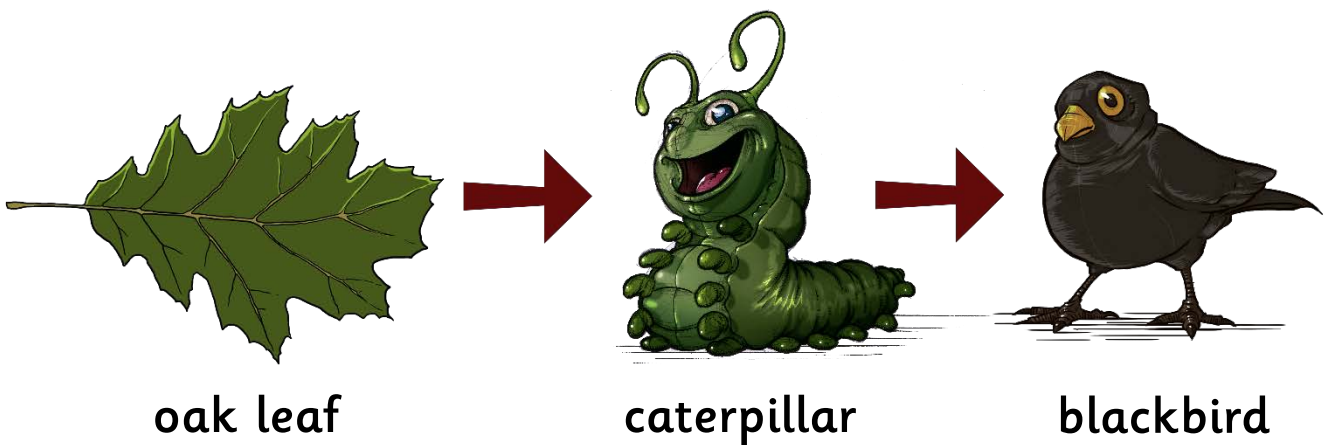
Animals like hedgehogs, badgers and foxes live there and make their homes in trees, on the woodland floor or **underground**.

Minibeasts can be found living in trees or bushes. Ants, slugs and **grubs** like to live in the leaves and spiders and ladybirds like to live in bushes.



Food Chains

Plants and animals living in the woodland are linked in something called a food chain. This starts with a plant like an oak tree. An insect, such as a caterpillar, will eat leaves from the tree and a small **creature** like a blackbird will eat the caterpillar. Then, a larger bird, such as a hawk, will eat the blackbird. In woodlands there are many food chains where animals and plants work together.



Have you ever visited a woodland habitat?

classroomsecrets.com

Explore a Woodland Habitat – Y1s/Y2e (Turquoise/Orange) – Text

Like this? Find more differentiated Animal resources [here](#).

Explore a Woodland Habitat – Follow-Up Work

What does the title tell us about the text? (S1)

What is a habitat? (C3)

What do you think the word 'shelter' means? (C1/1a)

Give the names of some plants and trees that grow in a woodland habitat. (C2)

Give the names of some animals that live in a woodland habitat. (C2)

Which minibeasts like to live in bushes? (C2)

What is a food chain? (C3)

Why are plants, flowers and trees so important in a woodland habitat?

(P3/1d)

Find and copy a question from the text. (C3)

Can you think of any other plants, minibeasts or animals that could live in a woodland habitat? (C3)

After reading the text, what else do you want to find out about a woodland habitat? (P4)

Explore a Woodland Habitat – Vocab 1

Can you match the word to its correct meaning?

habitat a small animal like an insect
or spider

shelter a dark place where light is
blocked out

creature a place where animals and
plants live

minibeasts to cross over and cover

overlap a home or a place to hide

shade an animal

explore to search and find out

Explore a Woodland Habitat – Vocab 2

Choose the correct word from the list below to fit in the following sentences.

A woodland is a _____ for many animals.

A fox is a sly _____.

I went to _____ the woodland.

A badger lives _____.

Spiders and other insects are also called _____.

The woodland is a _____ habitat for many plants.

minibeasts

explore

habitat

creature

perfect

underground

Explore a Woodland Habitat – SPAG 1

Below is a passage from the text but all the capital letters and full stops are missing! Can you re-write the text and put them back in?

animals

woodlands are habitats for many animals, birds and minibeasts because there are so many plants to eat

animals such as hedgehogs, badgers and foxes live there and make their homes in trees, leaves on the woodland floor or even underground

a lot of minibeasts can be found living in trees or bushes. ants, slugs and grubs like to live in the leaves and spiders and ladybirds like to live in bushes

Finger Spaces

The sentences below are taken from the text but they have some missing finger spaces. Re-write the sentences and correct the mistakes.

A woodland is a habitat where lots of trees grow together.

A lot of minibeasts can be found living in trees or bushes.

The leaves and branches overlap and give a lot of shade.

A food chain starts with a plant like an oak tree.

A habitat is a place where animals and plants live.

Explore a Woodland Habitat – Oral Teacher Questions

What does the title tell us about the text? (S1) **It tells you that the text is about a woodland habitat.**

What is a habitat? (C3) **A habitat is a place where animals and plants live.**

What do you think the word 'shelter' means? (C1/1a) **It means a home or a place to hide.**

Give the names of some plants and trees that grow in a woodland habitat. (C2) **Bluebells, brambles, oak and birch.**

Give the names of some animals that live in a woodland habitat. (C2) **Hedgehogs, badgers, foxes, birds (specifically hawks and blackbirds).**

Which minibeasts like to live in bushes? (C2) **Spiders and ladybirds.**

What is a food chain? (C3) **A system which links plants and animals based on what they eat.**

Why are plants, flowers and trees so important in a woodland habitat? (P3/1d) **They are the beginning of all food chains. Without them all of the other minibeasts and animals would die.**

Find and copy a question from the text. (C3) **Have you ever visited a woodland habitat?**

Can you think of any other plants, minibeasts or animals that could live in a woodland habitat? (C3) **Personal response.**

After reading the text, what else do you want to find out about a woodland habitat? (P4) **Personal response.**

Explore a Woodland Habitat – Vocab 1

Can you match the word to its correct meaning?

habitat — a small animal like an insect or spider

shelter — a dark place where light is blocked out

creature — a place where animals and plants live

minibeasts — to cross over and cover

overlap — a home or a place to hide

shade — an animal

explore — to search and find out

Explore a Woodland Habitat – Vocab 2

Choose the correct word from the list below to fit in the following sentences.

A woodland is a **habitat** for many animals.

A fox is a sly **creature**.

I went to **explore** the woodland.

A badger lives **underground**.

Spiders and other insects are also called **minibeasts**.

The woodland is a **perfect** habitat for many plants.

minibeasts

explore

habitat

creature

perfect

underground

Explore a Woodland Habitat – SPAG 1

Below is a passage from the text but all the capital letters and full stops are missing! Can you re-write the text and put them back in?

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Animals such as hedgehogs, badgers and foxes live there and make their homes in trees, leaves on the woodland floor or even underground.

A lot of minibeasts can be found living in trees or bushes. ants, slugs and grubs like to live in the leaves and spiders and ladybirds like to live in bushes.

Finger Spaces

The sentences below are taken from the text but they have some missing finger spaces. Re-write the sentences and correct the mistakes.

A woodland is a habitat wherelots of trees grow together.

A **woodland** is a habitat **where lots** of trees grow together.

A lotof minibeasts canbe found living in trees or bushes.

A **lot of** minibeasts **can be** found living in trees or bushes.

The leaves and branches overlap andgive lotsof shade.

The leaves and branches overlap **and give lots of** shade.

A food chain startswith a plant likean oak tree.

A food chain **starts with** a plant **like an** oak tree.

A habitat isa place where animals andplants live.

A habitat **is a** place where animals **and plants** live.

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices