



**Marwell
Wildlife**

Patterns

Introduction

'Patterns' is a good topic for meeting many different curriculum requirements. This resource looks at requirements in science and art and includes activities suitable for use within EYFS and for pupils with special educational needs.

Learning Objectives

- Children to develop the ability to match the animal to its pattern.
- Children to use their observational skills to identify a variety of plants and animals.
- Children to recognise that similar animals can be grouped together eg. Big cats, monkeys (activities 2 & 3).

Curriculum links:

EYFS

Understanding the World: ELG 14 the World

Science	KS1 SC2 4b	group living things according to observable similarities and differences
	KS2 SC2 4c	that the variety of plants and animals makes it important to identify them and assign them to groups
Art and Design	4	Pupils should be taught about visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space

SEN		
Science	P5	Pupils take part in activities focused on the anticipation of and enquiry into specific environments. They match objects and materials in terms of single features or properties, <i>[for example, temperature or colour]</i>
	P6	Pupils recognise distinctive features of objects
	Level 1	Pupils communicate observations of a range of animals and plants in terms of features [for example, colour of coat, size of leaf]. They recognise and identify a range of common animals [for example, fly, goldfish, robin]

In The Park

Activity one – Big Cat Patterns

This activity is designed to help children to look carefully at the animals in the park and to match them to their patterns. The activity could be done verbally or the children could use the word bank at the bottom of the page. Each cat featured starts with a different letter so if writing skills are limited the exercise can be completed using initial letters only. To help prevent confusion between a spotty leopard and a spotty cheetah you could draw pupils' attention to the distinctive stripes on the cheetahs' face and the way the spots form circles on the leopards

Activity two- Cat 2 Cat 2 Cat

This activity is designed to develop animal recognition, matching skills, reading skills and hand eye coordination. It is building on the knowledge gained from exercise one. There are two levels to choose from.

Activity three – I Spy...Monkey Markings.

This activity is to be completed at Marwell Wildlife. The activity is designed to help to focus attention and to observe similarities and differences. The tamarins are all similarly sized monkeys from the rainforests of South America. To enable them to recognize members of their own species in the low light levels they have very distinctive fur, particularly around the head area. More able pupils could find out the type of tamarin to write beside each picture.



Emperor



Cotton top



Golden headed

Activity four – I Spy...Plant Patterns.

Shape and pattern are also very important in the plant kingdom and this activity looks at some of the plants in Marwell's 'Tropical world'. As with activity three this is designed to help to focus attention and to observe similarities and differences.



Swiss cheese plant (*Monstera deliciosa*). The holes in the leaves are to allow excess water to drain.



Joseph's coat (*Codiaeum variegatum* 'Petra'). This type of plant can be used for the treatment of leprosy.



Mosaic plant (*Fittonia verschaffeltii arggronewa*)



Sago palm (*Cycas rumplii*). This is type of plant has been on Earth for millions of years and would have formed part of the diet of various types of dinosaurs.

Activity five – Zebra Bottoms.

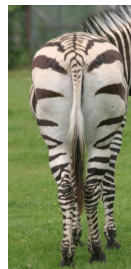
This activity is to be completed at Marwell. Identifying the three different types of zebra requires careful observation of their patterns. Zebra stripes are thought to help to camouflage individuals within the herd; making it difficult for predators to pick out their prey.



Chapman's



Grevy's



Hartmann's

Back at School

Activity six – Hidden Animals

This activity is to illustrate that some animals use their patterns for camouflage. There are two levels to choose from. Having found the animals the children could then colour in the picture. The pictures could then lead to a discussion on food chains/ predator and prey.

Activity seven - Where would you see these patterns?

This activity is to encourage children to see patterns in their surroundings. The first set of pictures could also be used to discuss how pictures can communicate messages. This could also lead to work on warning and safety signs and patterns.



Motorway sign



British army



Ladybird



Chain link fence



Sharp bend road sign



British flag



Wasp



Traffic cones



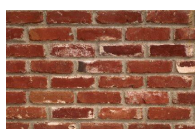
Box junction



USA flag



Zebra crossing



Brick wall

We would appreciate any feedback you have regarding this free downloadable resource. Can you please complete the evaluation form at the end of this pack?

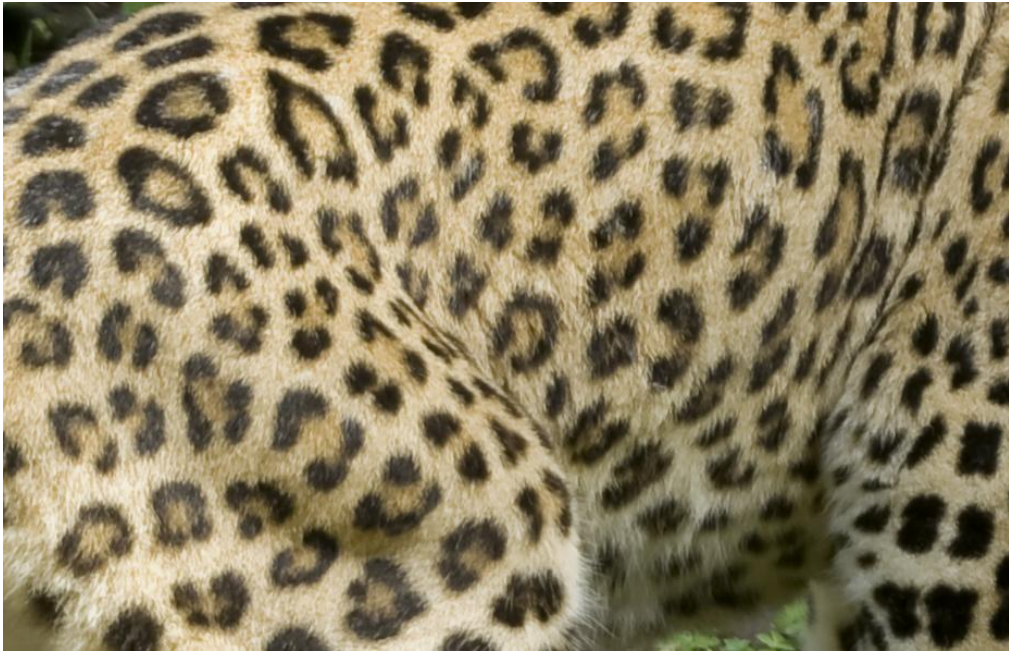
Big Cat Patterns



This is a



This is a



This is a



This is a

Word Bank

cheetah

leopard

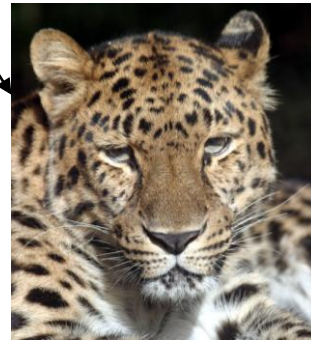
snow leopard

tiger

Join a line from the pattern to the picture of that animal's face and then to the right word



Leopard



Cheetah



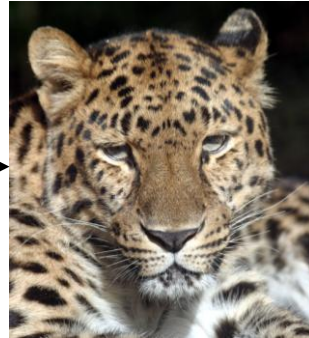
Tiger



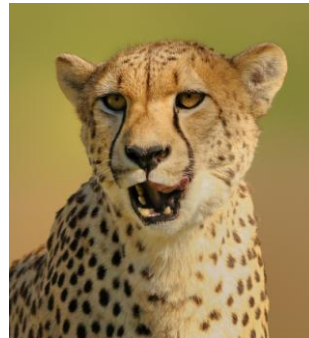
Snow
leopard

Cat 2 Cat 2 Cat (a)

Join a line from the pattern to the picture of that animal's face and then to the right word



Leopard



Cheetah



Tiger



Snow leopard

I Spy....Monkey Markings

Put a tick in the box under the picture if you see this monkey at Marwell

☐☐☐

These small monkeys are called tamarins. Each kind of tamarin has different markings so that they can recognize each other.

I Spy....Plant Patterns

These plants are in the Tropical World at Marwell

Put a tick in the box beside the picture if you see this plant at Marwell

☐☐☐☐

Zebra Bottoms

We have 3 types of zebra at Marwell. They have different stripe patterns. Can you work out which is which?

Draw a line from the picture to the type of zebra.



Hartmann's zebra

Grevy's zebra

Chapman's zebra

Can you find 2 animals in the picture?



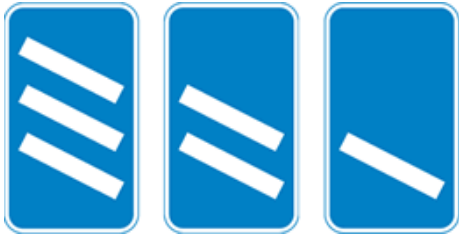
Hidden animals (a)

Look for animals in the picture



Hidden animals (b)

Where would you see these patterns?



Where would you see these patterns?

