

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