

National Curriculum, Key Stage 1:

Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Notes and guidance (non-statutory)

Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'microhabitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.

Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.

Key learning

- Sorting into 'animal' and 'plant'; Sorting animals into 'fish', 'bird', 'bug'.
- What do animals eat? - Some animals eat plants and some animals eat other animals
- Animals' homes – exploring different types of shelter that animals build and use.
- Identifying and comparing animals that live in three different habitats - rivers, woodland and the sea
- Exploring microhabitats and mini-beasts.

Maths

Sorting/categorizing/groupings – animal and plant. Animals – e.g., birds, fish, bugs.

Mathematical language to describe habitats and animals e.g. describe and compare size.

Art, design, technology, sensory

Creating different habitats (animal homes) on the shelves – river, woodland, sea. Using a variety of materials and tools. Exploring textures. Water play. Exploring environmental sounds.

Microhabitats. Using a magnifying glass. Making animal masks. Animal footprints/trails.

Literacy – reading & story telling

Exploring fictional and non-fiction books which explore different habitats. Fictional examples – 'Going on a Bear Hunt'. 'The Snail and the Whale'
Using wildlife magazines.

MAPP Learning

Incorporating individual MAPP targets into all our learning.

These targets focus mainly on -

- Communication
- Functional skills, including number work and reading
- Functional living skills
- Physical movement through P.E and O.T programmes.
- PHSE – what do we need to keep us healthy and well?

Outdoor Learning

Pupils (if appropriate) to be given opportunities to explore a variety of habitats such as riverside walks, beach and woods (with risk assessments in place.) Pupils to explore living things within microhabitats in the school yard.

The Food Chain and Environmental Issues

Learning what different animals eat to be healthy and strong.
Learning what animals should not eat (e.g., plastic)
Learning why we shouldn't throw litter away.

Exploring issues/PHSE – what happens to a beached whale? (The Snail and the Whale). Exploring feelings – how does he feel? How could you help?
Thinking about how we can care for animals and their habitats.
Kindness and respect.

Communication

Vocabulary to identify animals and habitats introduced through verbal communication, use of symbols and Makaton. Pupils using their preferred mode of communication.

Simple writing (labels and simple sentences) to reinforce new vocabulary, if appropriate to the learner. Use of word processing as an alternative, if appropriate to the learner. Descriptive words and simple labelling.

Music, Dance, P.E

Listening to and joining in with songs relating to animal habitats.
Action songs
Resonance board/musical instruments – creating animal sounds
Yoga poses named after animals.
Role play – animals and animal movements