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.

National Curriculum

Essential characteristics of scientists:

* The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
* Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
* Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
* High levels of originality, imagination or innovation in the application of skills.
* The ability to undertake practical work in a variety of contexts, including fieldwork.
* A passion for science and its application in past, present and future technologies.

Chris Quigley Education Ltd

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| INDVIDUAL LEARNING OBJECTIVES(See individual pupil IEPs for their actual individual targets) | ESSENTIAL LEARNING OBJECTIVES(Chris Quigley) | ESSENTIALS FOR PROGRESS(Chris Quigley) |
| P8- to indicate that some things are alive and others are not- to identify similarities and differences between animals- to identify similarities and differences between plants- to indicate where they are likely to find common animals- to look at pictures and books for information- to make a collection of photographs of reptiles- to sort living things using their own categories | * To investigate living things.
 | * Explore and compare the differences between things that are living, that are dead and 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.
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| Level 1- to describe a living thing in simple terms- to list items in the setting which are living and not living- to state simple life processes that are common to living things- to classify plants simply as trees or flowers- to classify living things into simple groups using habitats as a basis - to classify living things into simple groups using physical features- to record pets kept by their class- to design a habitat for a pet which addresses their needs |

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| POSSIBLE LEARNING ACTIVITIES |
| SCIENCE:* Sort things into living or non-living groups.
* describe a living thing in simple terms.
* list items in the setting which are living and not living.
* state simple life processes that are common to living things.
* identify similarities and differences between animals and then for plants.
* indicate where they are likely to find common animals.
* make a collection of photographs of tyoes of animals eg reptiles.
* sort living things using their own categories.
* classify plants simply as trees or flowers.
* classify living things into simple groups using habitats as a basis.
* classify living things into simple groups using physical features.
* design a habitat for a pet which addresses their needs.
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| OUTDOOR:* identify and visit habitats within our local community eg sea/rock pools, rivers, forests and ponds.
* make bird feeders for the school yard.
* identify the trees in the local community using identification books.
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| ART AND DESIGN & DESIGN TECHOLOGY:* Design an imaginary animal and make using clay.
* Create a habitat in a shoe box.
* Weave a nest from natural materials for a small animal.
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| ENGLISH:* Label an animal, plant and habitat.
* Create a ‘Missing’ poster for an escaped zoo animal.
* Look at pictures and books for information about living things and their habitats.
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| MATHS:* Use pictogram, block graph or bar chart to record pets kept by their class.
* sort living things using their own categories.
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