

National Curriculum POS:

Living Things and Their Habitats

Visits/Visitors/Experiences:

Exploring the schools grounds locality to investigate and identify living things.
Identifying different minibeasts.
Keeping a nature journal throughout the year.

Living Things and Their Habitats NC Objectives

- 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.

Wind in the Willows

Science Key Vocabulary:

alive	Living, not dead.
camouflage	The natural colouring or form of an animal which enables it to blend in with its surroundings.
dead	Was once alive but is not any more.
food chain	A series of organisms each dependent on the next as a source of food.
habitat	The natural home or environment of an animal, plant, or other organism.
insects	A minibeast with 6 legs.
micro-habitat	A habitat which is small or limited and which differs in character from some surrounding more extensive habitats.
minibeasts	A small invertebrate animal such as an insect or spider.
never alive	Has never been alive.
predator	An animal that naturally preys on others.
prey	An animal that is hunted and killed by another for food.

Living Things and Their Habitats Key Questions

- Is it an animal? How do you know?
- Are all animals the same?
- Which animals live in our school grounds/locality? Where is best to find them? Why do you think they live there? How many different types can we find?
- What do animals need to stay alive?
- What if tigers lived in our locality?
- What eats what?
- What if x ate y?
- What habitats do we know? Why do we think animals chose to live in those places?
- What is a minibeast? Where would we find them?
- How many legs does it have? How many wings? How many parts to the body? Is it an insect? How many legs do insects have?
- Is it camouflaged? Why is camouflage useful?

Working Scientifically Skills

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Performing simple testing
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions

