Our Intent is: To develop inquisitive children who are excited about investigating with curiosity, "How can scientific enquiry explain the world?" Exploring answers by gathering and analysing evidence.

Forton Primary School
Science

Nicky Nook Class Spring 1 Year A	**N.C. LINKS:** 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 micro habitats • 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.
Key Concept: Living Things and their Habitats Key Question: Can living things live forever?	
Unit Overview: Living, non-living and dead Habitats, food chains and interdependence	Vocabulary: • Living • Non-Living

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	• Dead • Habitats • Micro Habitats • Animals • Plants • Food chains • Food

New Knowledge Progression:	Building on Prior learning from EYFS:	Building on Prior learning when B follow A:
• 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 micro-habitats. • Describe how animals obtain their food from plants and other animals, using the	Explore/observe – look closely at/notice. Describe – Talk about what the notice/observe; talk about changes they notice and changes over time. Record – draw pictures, take photographs, make models or scrapbooks. Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur. Explain – talk about why things happen/occur; talk about how things work.	• 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.

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idea of a simple food chain, and identify and name different sources of food. • Different kinds of plants and animals live in different kinds of places. There are different kinds of habitat near school which need to be cared for • Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples). .	Research – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary sources (eg books, photographs, internet). *Equipment and measures* – use senses/use simple equipment to make observations (eg magnifiers, pipettes, egg timers, digital microscopes etc). *Compare/sort/group/identify/classify* – notice similarities, notice differences: talk about similarities and/or differences. *Test* – make suggestions, show resilience, work with others. *Vocabulary* - use simple vocabulary to name and describe objects, materials, living things and habitats.	• Identify and name a variety of plants and animals in their habitats, including micro-habitats. • 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. • Different kinds of plants and animals live in different kinds of places. There are different kinds of habitat near school which need to be cared for • Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples).

Key Skills (Disciplinary)

- Use simple scientific language to talk about / record what they have noticed.
- Use observations to make suggestions and / or ask questions.

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- Observe and describe simple processes / cycles / changes with several steps *(e.g. growth cycle, simple food chain, saying how living things depend on one another).*
- Observe closely and communicate with increasing accuracy the features or properties of things in the real world.
- Begin to use simple scientific language to talk about or record what they have noticed.
- Use observations to make suggestions and / or ask questions.
- Look / observe closely and communicate changes over time.
- Look / observe closely and communicate the features or properties of things in the real world.
  Observe closely using their senses.
- Name / identify common examples, some common features or different uses.
- Name / identify common examples and some common features.
- Name basic features of objects, materials and living things.
- Say how things are similar or different.
- Compare and contrast simple observable features / characteristics of objects, materials and living things.
- Raise their own logical questions based on or linked to things they have observed.
- With help / scaffolds, begin to ask questions such as 'What will happen if…?"
- Ask simple questions about what they notice about the world around them.
- Demonstrate curiosity by the questions they ask.
- Make suggestions about who to ask or where to look for information.
- Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers

Sequence of Lessons:

1. LO: To explore and compare the differences between things that are living, dead and things that have never been alive.
2. To explore different habitats.
3. To compare local habitats with less familiar habitats.
4. To identify and name a variety of plants and animals and their habitats.

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5. To understand a simple food chain.
Enhancements: Zoo to You (animals & habitats)
End of Unit Outcome: A suitability test where children have to select the correct habitats for particular animals and explain why.