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

Clougha Class Spring 1 Year B	**N.C. LINKS: Grouping Living Things - Pupils** should be taught to: • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things.
Etymology – habitat – from Latin means 'it dwells'.	
Planet Earth III By Leisa Stewart- Sharpe	
Key Concept: Living Things – Grouping living things Key Question: Are living things in danger? Are all changes to habitats negative?	
Unit Overview:	Vocabulary: Organisms, life processes, respiration, sensitivity, reproduction, excretion, nutrition, habitat, environment,

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.

• Grouping and classifying animals and plants, from the local and wider environment.	endangered species, extinct, classification, classification key, vertebrates, invertebrates, specimen, characteristics.

New Knowledge Progression:	Building on Prior learning KS1:	Building on Prior learning when A follows B:
• Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. • Use and make identification keys for plants and animals.	• Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat). • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets). • Find out and describe how animals look different to one another. • Group together animals according to their different features.	• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • An adequate and varied diet is beneficial to health (along with a good supply of air and clean water). • Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices).

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.

Key Skills (Disciplinary) • Suggest their own ideas on a concept and compare these with what they observe / find out. • Use observations to suggest what to do next. • Discuss ideas and develop descriptions from their observations using relevant scientific language and vocabulary. • Observe and record relationships between structure and function or between different parts of a processe . • Observe and record changes / stages over time. • Make a simple guide to local living things. • Use guides or simple keys to classify / identify [animals, flowering plants and non-flowering plants]. • Use their observations to identify and classify. • Begin to give reasons for these similarities and differences. • Record similarities as well as differences and / or changes related to simple scientific ideas or processes or more complex groups of objects / living things / events *(e.g. evaporation and condensation, different food chains, different electrical circuits).* • Ask / raise their own relevant questions with increasing confidence and independence that can be explored, observed, tested or investigated further. • Choose / select a relevant question that can be answered [by research or experiment / test]. • Make decisions about which information to use from a wide range of sources and make decisions about how to present their research. • Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. • Make some decisions about an idea within a group *(e.g. I think we should find out by testing…)* • Increasingly support, listen to and acknowledge others in the group.		
Sequence of Lessons: 1. LO – To group living things in a range of ways.		

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.

2. LO – To explore and use classification keys.
3. LO – To use a classification key to identify invertebrates.
4. LO – To create a classification key using the correct criteria.
5. LO – To recognise positive and negative changes in the environment.
6. LO – To explain environmental dangers to endangered species.

Enhancements: The Manchester Museum	End of Unit Outcome: Fact file on an endangered species. Children will create a fact file on an endangered species explaining what animal group it belongs in, the habitat it lives and the diet that it eats. They will also include interesting facts about the animal.