

***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

**Nicky Nook Class  
Spring 1 & 2  
Year B**

**Etymology – Micro** -"small in size or extent, microscopic;  
magnifying;

**Key Concept: Living Things and their Habitats**

**Key Question:** Why are different animals suited to a particular habitat?



**Living Habitats by Jon Richards**

**Unit Overview:**

Living, non-living and dead

**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.

**Vocabulary:**

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Habitats, food chains and interdependence	<b>Subject Specific:</b>	<b>Working Scientifically:</b>
	Living Habitat Food sources Life processes Never Living Food chains Dead Microhabitat	Research relevant  Questions scientific enquiry  Comparative and fair test  Systematic careful observation accurate measurements  Equipment data gather record classify keys conclusion predictions differences similarities changes improve interpret
<b>New Knowledge Progression:</b> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for</li> </ul>	<b>Building on Prior learning from EYFS:</b> Explore/observe – look closely at/notice. Describe – Talk about what the notice/observe; talk about changes they notice and changes over time.	<b>Building on Prior learning when A follows B:</b> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> </ul>

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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.
- 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).

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.

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.

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	<p><i>Test</i> – make suggestions, show resilience, work with others.</p> <p><i>Vocabulary</i> - use simple vocabulary to name and describe objects, materials, living things and habitats.</p>	<p>animals/plants that live there (compare local habitats and less familiar examples).</p>
<p><b>Key Skills (Disciplinary)</b></p> <ul style="list-style-type: none"><li>• Use simple scientific language to talk about / <b>record</b> what they have noticed.</li><li>• Use observations to make suggestions and / or ask questions.</li><li>• <b>Observe</b> and describe simple processes / cycles / changes with several steps (<i>e.g. growth cycle, simple food chain, saying how living things depend on one another</i>).</li><li>• <b>Observe</b> closely and communicate with increasing accuracy the features or properties of things in the real world.</li><li>• Begin to use simple scientific language to talk about or <b>record</b> what they have noticed.</li><li>• Use observations to make suggestions and / or ask questions.</li><li>• Look / <b>observe</b> closely and communicate changes over time.</li><li>• Look / <b>observe</b> closely and communicate the features or properties of things in the real world.</li><li>• <b>Observe</b> closely using their senses.</li><li>• <b>Name / identify</b> common examples, some common features or different uses.</li><li>• <b>Name</b> / identify common examples and some common features.</li><li>• <b>Name</b> basic features of objects, materials and living things.</li><li>• Say how things are similar or different.</li><li>• <b>Compare</b> and contrast simple observable features / characteristics of objects, materials and living things.</li><li>• Raise their own logical questions based on or linked to things they have observed.</li><li>• With help / scaffolds, begin to ask questions such as ‘What will happen if...?’</li><li>• Ask simple questions about what they notice about the world around them.</li></ul>		

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- 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. L.O. Explore and compare the differences between things that are living, dead, and things that have never been alive.
2. L.O. 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. Local habitats.
3. L.O. 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. World habitats.
4. L.O. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Microhabitats and minibeasts.
5. L.O. to 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.

**Enhancements:**

Project - creating an animal habitat diorama.

**End of Unit Outcome:**

To create a simple food chain diagram.

**Oral Assessment:**

Why are different animals suited to a particular habitat?

Can you explain the differences between things that are living, dead, and things that have never been alive?

Can you explain how 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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Can you describe and name a variety of plants and animals in their habitats, including micro-habitats.?

Can you 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?