




<p>Working scientifically objectives which are covered in this unit</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p style="color: red; font-size: small;">Exploring</p>  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p style="color: orange; font-size: small;">Identifying and Classifying</p>  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p style="color: purple; font-size: small;">Research</p>  </div> </div> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 				<p>National Curriculum Objectives for science unit</p> <ul style="list-style-type: none"> To explore and compare the differences between things that are living, dead, and things that have never been alive To 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 To identify and name a variety of plants and animals in their habitats, including micro-habitats 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 			
<p>Topic introduction:</p> <p>Complete Topic Start Page to demonstrate current knowledge and what they want to find out.</p> <p>Odd one out – frog, snail, wasp</p>	<p>To compare things that are living, once lived and have never lived</p> <p>Identify and Classifying</p> <p>Odd one out - with things that are living/once lived/never lived</p> <p>Play sorting game – chn sort objects and others have to guess the groups (SS)</p> <p>Sort object into groups and ask chn how I've done it (SS interactive)</p> <p>Explain MRS GREN – movement, respiration, sensitivity, growth, reproduction, excretion, nutrition</p> <p>https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zs73r82</p> <p>Sort cards into living/once lived/never lived</p> <p>Draw an example of something that is living/once lived/never lived. Give 3 reasons why it is in this group.</p>	<p>To map a habitat and what is in it</p> <p>Identify and Classifying</p> <p>Discuss different habitats and animals that live there – urban, woodland, pond, coastal</p> <p>Sorting game – match animals and habitat</p> <p>Land and Water workshop at Gillespie Park – find animals in pond and woodland habitats and identify them using a key.</p> <p>Draw map of habitats that they found in woodland. Then draw and label animals that they found in woodland and pond.</p>	<p>To identify animals in microhabitats</p> <p>Identify and Classifying</p> <p>Discuss minibeasts and microhabitats. Do all minibeasts like living in the same microhabitats?</p> <p>Gillespie Park: Find 2 different microhabitats. Give them a name, draw them and write a sentence to say what the habitat is like using word bank.</p> <p>Did the two microhabitats contain different creatures? Why?</p>	<p><u>TAPS focused assessment: Woodlice Habitat</u></p> <p>Can children gather and record data in a tally chart or on a map?</p> <p>Can children discuss their findings in relation to preferred habitats?</p>	<p>To describe a habitat and identify animals that live in it and why</p> <p>Research</p> <p>Discuss habitats around the world – rainforest, desert, arctic, ocean.</p> <p>https://www.bbc.co.uk/bitesize/topics/zx882hv</p> <p>Chn choose habitat to research, draw animals and plants that live there and write description of what it is like to live there. Focus on conditions, weather, food, survival.</p> <p>Play 'How do I survive?' game for range of animals.</p>	<p>To identify how animals are suited to their habitats and how living things depend on each other</p> <p>Identify and Classifying</p> <p>Play world habitats game. Explain how animals depend on each other within habitat. Chn cut out labels and stick on different habitat pictures to show how depend on each other and then complete sentences using word bank.</p>	<p>To use a food chain to show how animals get their food</p> <p>Identify and Classifying</p> <p>Discuss sources of food – herbivores, carnivores, omnivores. Explain what food chain is.</p> <p>https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb</p> <p>Food chains sorting card activity</p> <p>Chn draw 2 3-step food chains - label with producer and consumer and identify habitat. Draw 4-step food chain in concertina book.</p>
<p>Key vocabulary to be explicitly taught</p>	<p><u>Topic-specific</u> living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied</p> <p>Plants unit link: light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling</p> <p>Animals including Humans unit: offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, cat/kitten, caterpillar/butterfly)</p> <p><u>Working scientifically</u> observe, changes, patterns, grouping, sorting, compare, same, different, identify, measure, data, record results, drawing, picture, table, present, block chart, Venn diagram, ask questions, test, investigate, explore, equipment, resources, ruler, tape measure, metre stick, pipette, answer questions, interpret results, scientific enquiry, pattern seeking, comparative testing, observing over time, classifying, researching using secondary sources</p>						

**Cross-
curricular
links**

English – non-chronological report on animals and their habitats
Maths – venn diagrams, recording in table, pictograms

*SS – Snap Science