| Key Stage | **KS1** | Topic | **Living Things & Their Habitats** | Class **2** | Range **1 – 2** (3) |

End of Unit Goals

Pupils will be able 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 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.

Explaining Science
- Remember simple science facts with confidence
- Use & remember science words over time
- Add science labels & information (help) to diagrams

Classification
- Use a spider key with obvious differences
- Group using differences, similarities or changes

Key Terminology:
Living, dead, non-living, movement, making energy (respiration), sensitivity, growth, reproduction, getting rid of waste (excretion), nutrition, habitat, microhabitat, adapted, adaptation, conditions, light, temperature, water, humidity, food chain

Lesson	Content Objective	Skill Objective	Possible Activities
1 & 2	What make something living?	Use & remember science words over time	• Develop a basic understanding of 7 life processes using activities. Always link humans-animals-plants. • **M**ovement – video dancing/sport; Introduce muscles/bones; Show animals moving; Leaf movement; etc • **R**espiration (breathing) – run on spot (count breathing/pulse rate) • **S**ensitivity – Senses games/quiz; recall 5 senses; Animals senses (woodlice); Cress bend to light • **G**rowth – Order growth stages cards (humans, animals, plants) • **R**eproduction – Link adults to babies (PowerPoint); trip to zoo to see baby animals; look at flowers/seeds • **E**xcretion – Drinking water experiment – link to number of times pupils go to the toilet over a day (tally) • **N**utrition – 'Good' food/'bad' food (why?); Carnivores/herbivores; fertiliser experiments on grass • Use laminated word cards to build important vocabulary. Support recall.
2	Can you identify living, dead & non-living things?	Group using differences, similarities or changes	• Sort pictures / clips into living, dead, non-living using assumptions (include robots, lichens, etc). Develop features of living (MRS GREN). Label worksheet. Create display / poster • Develop definitions for living, dead & non-living • Walk around school grounds identifying living, dead & non-living. Emphasise recall of words. • Take photos. Group and label. • Design a spacesuit. Design an alien.
3	What is a habitat?	Use & remember science words over time	• Identify different areas of school grounds to study. Discuss habitat features. Measure using equipment / over time with data loggers. • Link features with living requirements. Compare to desert, rainforest, ocean, beach, etc • Introduce concept of microhabitat. Habitats provide for the basic needs of the animal or plant. • Collage microhabitats for given animals. Explain adaptations using science words. • Model the use of number lines to sample an area using a quadrat. Pupils use the technique in the classroom using model/picture animals. Record and compare different habitats.
4 & 5	How are living things suited to their own habitat?	Use a spider key	• Collect animals / plants in habitats. Is there a difference? Explore microhabitats. Classify using keys. Suggests ways they are suited. Wall display of school grounds with pictures of animals. • Design tank habitat to keep woodlice. • Fair test - Use marked clear tubes as choice-chambers to explore different preference for woodlice. • Use DVD clips to show animals in other habitats. Show how they are suited. Label features.

| 6 | What is a food chain? | Add labels & information to diagrams | • What did you eat for dinner? Start to link in a chain.
• Use examples to create food chains. Record as large paper chains with pictures stuck on. Link back to collected specimens.
• Research / use prepared cards (food chain games) to find out who eats who. Create food chains.
• Play tag to make a complete chain. |