

Topic Name	Living things and their habitats
Big Question	Why would a dragon not make a good pet?
Scientists to use as examples	Rachel Carson, Liz Bonnin,
Key Knowledge	<p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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>
Key investigational skills	<p>Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.</p>
Vocabulary	<p>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,</p>

	damp, dry, hot, cold, names of living things in the habitats and microhabitats studied
Prior learning - what children should know	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans) • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans) • Observe changes across the four seasons. (Y1 - Seasonal changes)
Future learning - next time they will be learning	Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats) • Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)
Visits	Builder mechanic
Book links	Harry's Dinosaurs - Ian Whybrow Tyrannosaurus Drip- Julia Donaldson