

Topic Name	Living things and their Habitats
Big Question	<a href="#">Which animals and plants thrive locally?</a>
Scientists to use as examples	Cindy Looy Dian Fossey Jacques Cousteau
Key Knowledge	<ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p>Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</p> <p>Note: plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, for example ferns and mosses.</p> <p>Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p>
Key investigational skills	<p>Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched. Q &amp; A sessions at the beginning and end of each topic and relevant to each session of teaching. Big Questions displayed. Outdoor investigations in nature area – looking at habitats. Visit to Beach. Observations of nature area habitats over time. Using Ipads. Grouping animals to habitats. Designing classification keys.</p>

	<p>Habitat survey in school grounds.  Write up results of surveys.  Class working walls and displays – add to over time.  Designing new classification keys – considering new ways to classify and separate similar groups or species.  Classifying species and grouping vertebrates and invertebrates.  Responses to Q &amp; A Sessions. Completing end of topic quiz.</p>
Vocabulary	<p>Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p>
Prior learning – what children should know	<p>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) • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) • Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)</p>
Future learning – next time they will be learning	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats) • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats) • Give reasons for classifying plants and animals based on specific characteristics.</p>
Visits	<p>Park  Nature area  Colchester zoo</p>
Book links	<p>Fox – Margaret Wild and Ron Brookes  Under the Canopy  Iris Volant &amp; Cynthia Alonso  <i>The Butterfly Lion</i> by Michael Morpurgo</p>