Key Vocabulary and Definitions:

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| Dead | A living thing that used to be alive, but are not alive anymore. |
| Living | All things that are alive now and follow the life processes, this can be humans, animals or plants. |
| Never been alive | Things that never lived aren't made from something that was ever alive. They are man-made. |
| Habitat | A habitat is a place where a living thing makes its home. |
| Microhabitat | A microhabitat is a very small, specialized habitat. A microhabitat has its own conditions of temperature and light, and its own characteristic species. |
| Survive/Survival | To continue to live or exist. |
| Suited/Suitable | Making sure the right thing is given to someone or something that needs it. |
| Basic Needs | The essential material requirements to support survival. |
| Food Chain | A sequence describing how different animals eat each other, showing the order in which living things depend on each other for food. |

What should I already 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. (Y1 – Animals, including humans)
* Observe changes across the four seasons. (Y1 - Seasonal changes)

Scientific Skills:

* Locate information using a range of simple texts.
* Ask questions to gain a greater understanding of habitats and micro habitats.
* Explore local habitats and describe their observations using some scientific vocabulary.
* Pupils will compare living things with non-living things and suggest reasons why.

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,



Teaching Sequence

1. To classify things that are living, dead, and things that have never been alive (Physical Exploration)
2. 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
3. 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
4. To identify and name a variety of plants and animals in their habitats, including micro-habitats
5. To compare and contrast the differences between things that are living, dead, and things that have never been alive (TAPs)

Key Knowledge

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| Term 1 | Let’s Talk (Explorify) | Scientific Knowledge | Scientific skill |
| Lesson 1 | [Different homes - Explorify](https://explorify.uk/en/activities/odd-one-out/different-homes) | * Pupils will compare living things with non -living things and suggest reasons why. | To observe and measure |
| Lesson 2 | [Hungry hedgehogs - Explorify](https://explorify.uk/en/activities/whats-going-on/hungry-hedgehogs) | * Say what their observations show and whether it was what they expected | To record  To interpret and report |
| Lesson 3 | [Seen an animal searching for food? - Explorify](https://explorify.uk/en/activities/have-you-ever/seen-an-animal-searching-for-food) | * Say what their observations show and whether it was what they expected * Be able to use the local area to explore animals and their habitats. | To observe and measure  To record |
| Lesson 4 | [Watched a small animal in its habitat? - Explorify](https://explorify.uk/en/activities/have-you-ever/watched-a-small-animal-in-its-habitat) | * Identify and name a variety of common animals including fish, amphibian, reptiles, birds and mammals * Be able to use the local area to explore animals and their habitats. | To ask Qs and plan an enquiry  To evaluate |
| Lesson 5 | Recap prior skills and learning | * Ask questions to gain a greater understanding of habitats and micro habitats. * Explore local habitats and describe their observations using some scientific vocabulary. * Pupils will compare living things with non -living things and suggest reasons why. | To observe and measure  To record |