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)
* 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)

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Key Vocabulary and Definitions:

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| Classification | the process of classifying (distinguishing and distributing into different groups) a resulting set of groups |
| Environment | the air, water, and land in or on which people, animals, and plants live |
| Classification keys | a series of questions that determine an organism's physical characteristics |
| Habitat | The natural environment of an animal or plant. |
| Human impact | Humans impact the physical environment in many ways: overpopulation, pollution, burning fossil fuels, and deforestation. |
| Positive impact | Good human impacts on the environment include reforestation, using clean energy, and protecting natural preserves and forests to maintain the natural biodiversity. |
| Negative impact | The negative impact is driven by agriculture and an expanding human footprint. Global warming, deforestation, pollution, rising sea levels, and over-harvesting are all made more serious by the growing population. |
| Migrate | (of an animal, typically a bird or fish) move from one region or habitat to another according to the seasons. |
| Hibernate | to pass the winter in a resting state in which the body temperature drops to a little above freezing and metabolic activity is reduced nearly to zero. |

Scientific Skills:

* Recognise that living things can be grouped in a variety of ways.
* Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
* Recognise that environments can change and that this can sometimes pose dangers to living things.

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A diagram of a diagram

Description automatically generated with medium confidence

Teaching Sequence

1. To observe, compare and contrast plants and animals in different habitats
2. To classify living things found in different habitats based on their features (TAPs)
3. To create a simple identification key based on observable features
4. To understand what living things can do to survive natural changes of the environment
5. To use fieldwork to explore human impact on the local environment e.g. litter, tree planting.
6. To use secondary sources to find out about how environments may naturally change and human impact on the environment.

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,

Scientific Skills

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| Term 6 | Let’s Talk (Explorify) | Scientific Knowledge | Scientific skill |
| Lesson 1 | <https://explorify.uk/en/activities/odd-one-out/useful-parts-of-plants-bamboo-cinnamon-rubber-tree>  Useful parts of plants: bamboo, cinnamon, rubber tree | Observe, compare and contrast plants and animals in different habitats. | To observe |
| Lesson 2 | To flee or not to flee  <https://explorify.uk/en/activities/whats-going-on/to-flee-or-not-to-flee> | Classify living things found in different habitats based on their features (TAPs). | Ask Q’s and Plan Enquiry |
| Lesson 3 | <https://explorify.uk/en/activities/the-big-question/why-do-some-birds-migrate>  Why do some bird migrate? | Create a simple identification key based on observable features. | To Record |
| Lesson 4 | Funky Feet  <https://explorify.uk/en/activities/odd-one-out/funky-feet> | Understand what living things can do to survive natural changes of the environment. | To evaluate |
| Lesson 5 | Useful parts of plants: rattan, sugar cane, vanilla <https://explorify.uk/en/activities/odd-one-out/useful-parts-of-plants-rattan-sugar-cane-vanilla> | Use fieldwork to explore human impact on the local environment e.g. litter, tree planting. | To Observe |
| Lesson 6 | [**https://explorify.uk/en/activities/odd-one-out/furry-flyers**](https://explorify.uk/en/activities/odd-one-out/furry-flyers)  Furry Flyers | Use secondary sources to find out about how environments may naturally change and human impact on the environment. | To interpret and report |