

Science - Living Things and their Habitats

EYFS CYCLE 1 (one year cycle)	EYFS CYCLE 2 (one year cycle)	KS1 CYCLE 1 Spring 2	KS1 CYCLE 2 Spring 2	KS2 CYCLE 1 Summer 1	KS2 CYCLE 2 Summer 2
Impact statements					
EYFS	EYFS	Key Stage 1		Key Stage 2	
<p>N.C</p> <p>*Explore the natural world around them.</p> <p>* Describe what they see, hear and feel whilst outside</p> <p>* Identify, compare, classify and group a variety of places, objects, materials and living things.</p> <p>*Talk about changes, including the seasons.</p> <p>* Talk about their immediate environment and compare it to other environments.</p>	<p>N.C</p> <p>Explore the natural world around them.</p> <p>* Describe what they see, hear and feel whilst outside</p> <p>* Identify, compare, classify and group a variety of places, objects, materials and living things.</p> <p>*Talk about changes, including the seasons. *</p> <p>Talk about their immediate environment and compare it to other environments.</p>	<p>N.C</p> <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>		<p>*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</p> <p>*Recognise that environments can change and that this can sometimes pose dangers to living things</p>	
<p>Explicit reference to: children will use their senses to explore:</p> <p>Common misconceptions- - trees are not plants - trees are not living as they do not seem to change or grow - weeds are bad plants.</p>	<p>Explicit reference to: Children will use their senses to explore</p> <p>Common misconceptions- - trees are not plants - trees are not living as they do not seem to change or grow - weeds are bad plants.</p>	<p>Explicit reference to include: -Woodland habitats, urban habitats, polar habitats, desert habitats, microhabitats, costal habitats, -Contrasting habitats- polar/desert including plants. -Excretion, nutrition, respiration, growth, sensitivity- reproduce</p> <p>-Common misconceptions: an animal's habitat is like its 'home' - plants and seeds are not alive as they cannot be seen to move -fire is living - arrows in a food chain mean 'eats'.</p>		<p>Explicit reference to include Living things can be grouped (classified) in different ways according to their features. Classification keys can be used to identify and name living things. Living things live in a habitat which provides an environment to which they are suited (Year 2 learning). These environments may change naturally e.g. through flooding, fire, earthquakes etc. Humans also cause the environment to change. This can be in a good way (i.e. positive human impact, such as setting up nature reserves) or in a bad way (i.e. negative human impact, such as littering). These environments also change with the seasons; different living things can be found in a habitat at different times of the year.</p> <p>Common misconceptions: the death of one of the parts of a food chain or web has no or limited consequences on the rest of the chain -there is always plenty of food for wild animals -animals are only land-living creatures -animals and plants can adapt to their habitats, however they change - all changes to habitats are negative.</p>	

Tier 3 Vocab: EYFS	Tier 3 Vocab: EYFS	Tier 3 Vocabulary: Year 4		Tier 3 vocabulary: Year 4	
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<p>Tier 3 Vocabulary: plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)</p>	<p>Tier 3 Vocabulary: plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)</p>	<p>Tier 3 Vocabulary: 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, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied Excretion, nutrition, respiration, growth,</p>		<p>Tier vocabulary classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p>	
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Throughout the year, while learning to name and identify plants, the pupils should be drawing on a range of different clues. Many plants change in appearance over the year – losing leaves, buds developing into flowers, flowers developing into seeds or berries. At any particular time, only some of these parts will be present. To ensure correct identification, all parts should be considered. Pupils should therefore visit the same plants throughout the year gathering additional clues for identification. Animals visible in a habitat will change depending on the weather on the day and the season. In order to build up a full picture of the animals in a habitat, the habitat should be visited at different times throughout the year.

Sequencing- Pupil should be taught to construct and interpret a variety of food chains, identifying producers, predators and prey. This statement is within the Animals, including humans topic. In order to construct food chains based on their first-hand experience, this statement should be taught after they have visited a habitat to name and identify the plants and animals.

Skills Progression

<p>Skills progression With Support the pupil can: Make simple predictions about what they think might happen. - Carry out simple investigations in a small group. Explain why something happened. Use this to predict what might happen next/change ELG -Explore the natural world around them, making observations and drawing pictures of plants and animals. -</p>	<p>Skills progression identifying and classifying Explore and compare the differences between things that are living, dead, and things that have never been alive. Children have a selection of objects/ picture which they must sort into living, dead, never been alive. Through this children are able to generate ideas as to what makes something dead/alive. Using observations and ideas to suggest answers to questions- 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. Children to look at a variety of habitats. Consider what animals live there and why this might be. What do they need to be provided with in this habitat to survive. E.g. where do they get their food source from? Are</p>		<p>Skills progression Gathering and classifying data to answer questions- recognise that living things can be grouped in a variety of ways. Give children a selection of living things pictures and get the children to sort them in their own way, compare different groups within the class. Teacher can then give the children different categories for the children to sort their pictures into. E.g. invertebrates/ vertebrates/ Flowering and non- flowering plants. Making systematic and careful observations using equipment. Gathering, recording and classifying data to answer questions. Recording findings using keys- explore and use classification keys to help group, identify and name a variety of living things in their</p>
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<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>-Understand some important processes and the changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>they dependent on another animal or plant in the habitat?</p> <p>Observing closely using simple equipment. Gathering and recording data to help in answering questions- Identify and name a variety of plants and animals in their habitats, including microhabitats. Children can explore Discovery Walk to see what habitats they can find. Children can take i-pads to take photos of their habitats Children design and make their own bug hotel habitat in Discovery Walk. Children consider what the animals will need to survive and why this will be a suitable habitat.</p> <p>Identifying and classifying- 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>		<p>local and wider environment. Children to go to Discovery Walk and use classification keys to sort living things they can find. Children could design their own classification chart for other children to use in Discovery Walk.</p> <p>Gathering and presenting data in a variety of ways to help in answering questions. Report on findings from enquiries using displays or presentations- recognise that environments can change and that this can sometimes pose dangers to living things. Choose a way in which an reproduction environment might be being affected e.g. plastic pollution. Children to generate questions, research how this environment is being affected and why. Children could then produce a leaflet, poster etc warning people about the negative impact on living things in the environment.</p>
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