



Key Ideas and Vocabulary

All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached such as leaves, twigs, shells, fur, hair and feathers. Objects made of rock and metal have never been alive. Animals and plants live in a habitat to which they are suited. The habitat provides the basic needs of the animals and plants – shelter, food and water. Within a habitat there are different microhabitats like a log.

desert		A place which is very dry because almost no rain falls.
habitat		A habitat is a place where a plant or animal makes its home.
microhabitat		A small part of a habitat for example, leaf litter in woodlands.
polar		The areas at the top and bottom of Earth at the North and South Poles.
pond		A small area of still, fresh water.
shelter		A place or structure giving protection against weather or danger.
urban		Big towns or cities. Hackney is an urban area.
woodland		Land covered with trees.

Knowledge I already have

- In year 1:
- I identified and named plants and trees in my local area.
 - I learnt what the main parts of common flowering plants, including trees were: stem, petal, branch, leaf.
 - I learnt about different animal types: fish, amphibians, reptiles, birds and mammals. I identified and named some common animals within each group.
 - I learnt the words carnivore, herbivore and omnivore and could name animals in each group.
 - I described and compared the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
 - I observed, recorded and discussed changes across the four seasons: autumn, spring, summer, winter.

New Knowledge

- During this unit:
- I will explore and compare the differences between things that are living, dead, and things that have never been alive.
 - I will know what a habitat is and that animals and plants are suited to different habitats.
 - I will describe how different habitats provide food and shelter for animals and plants and how they depend on each other.
 - I will look closely at different habitats including microhabitats and identify and name a variety of plants and animals in each habitat or microhabitat.
 - I will describe how animals get their food from plants and other animals and create simple food chains.
 - I will identify and name different sources of food.

Future Knowledge

- Later this year, I will observe and describe how seeds and bulbs grow into mature plants. I will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. I will learn more about the basic needs of humans and the importance of exercise, good nutrition and hygiene.
- In year 4, I will learn that living things can be grouped in different ways. I will use and create classification keys. I will recognise that environments can change and that this can sometimes pose dangers to living things. I will construct and interpret a variety of food chains, identifying producers, predators and prey.

Scientific Enquiry

- Identifying and classifying: I will closely observe different habitats in the local area and the animals and plants living within them. I will create labelled diagrams of what I observe. I will use apps and classification charts to identify and name them.
- Researching using secondary sources: I will use first hand observation and information from a field trip, non-fiction books and picture books to create simple food chains for different habitats.