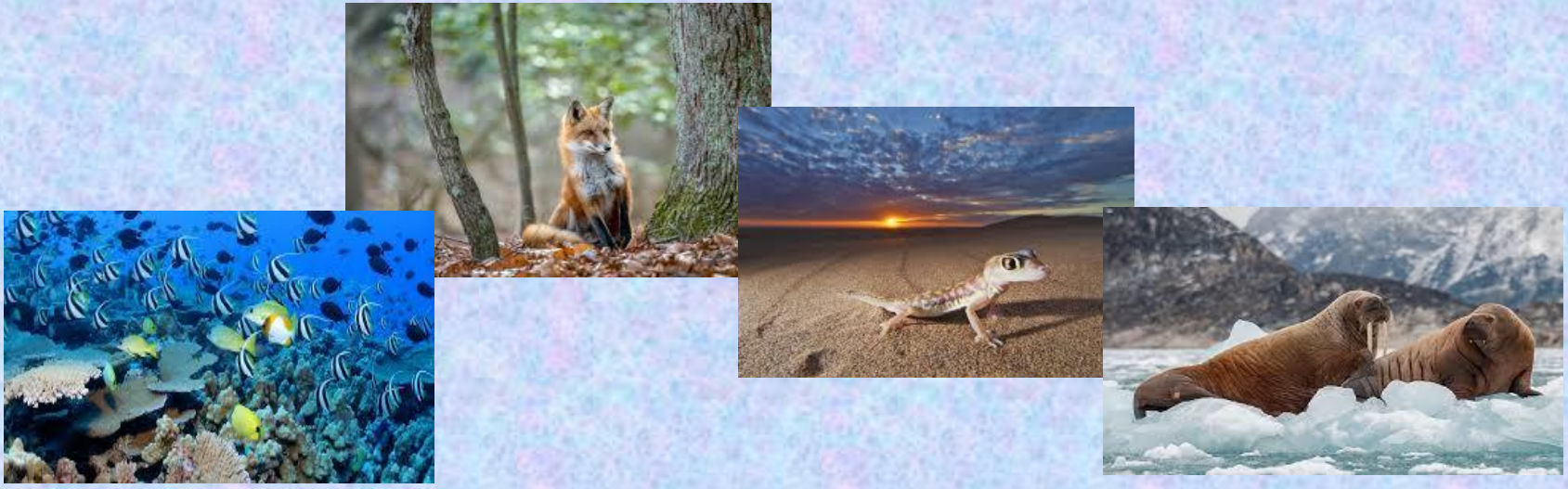


Class Cremyll

Science

Habitats

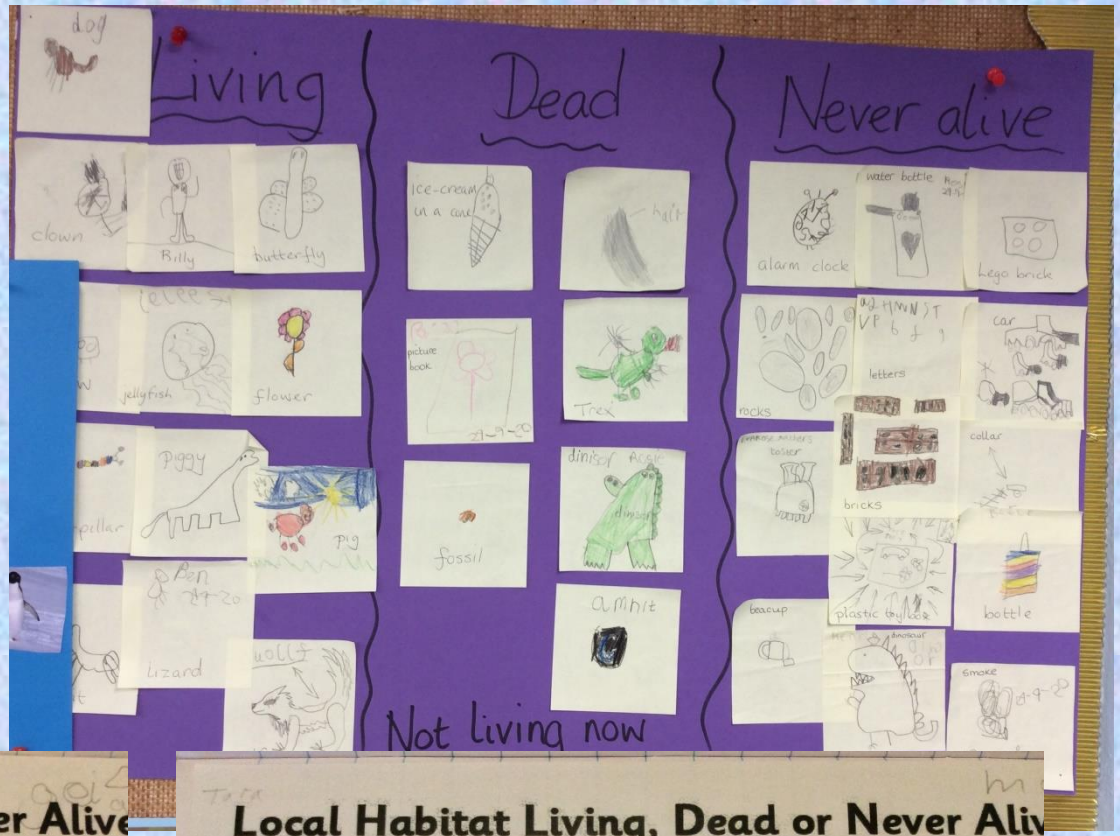
We discussed the difference between living things and non-living things as well as things that were once alive. Then we investigated our playground to find examples of each.

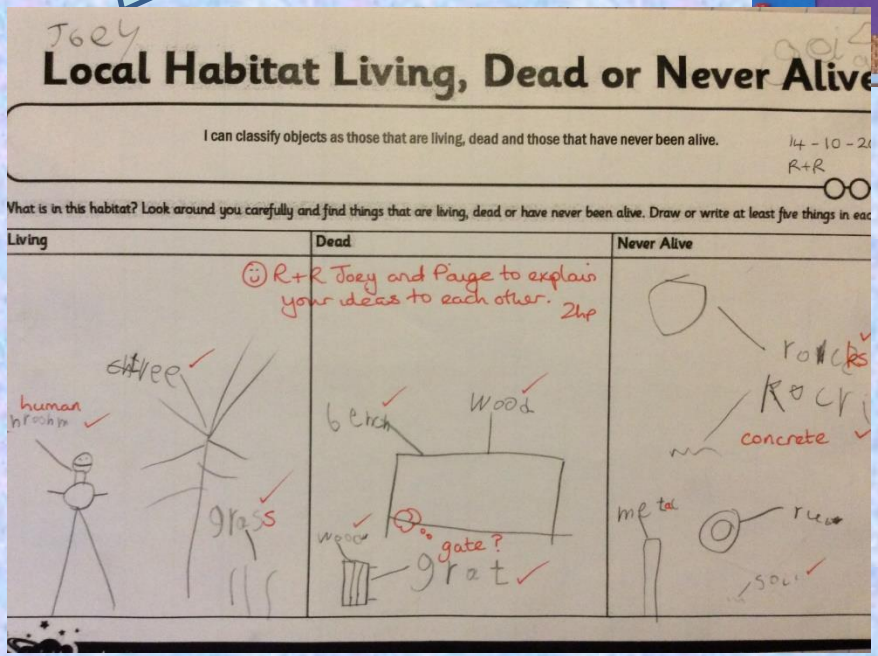
"I noticed the gate was made of wood which comes from a tree – it used to be living."

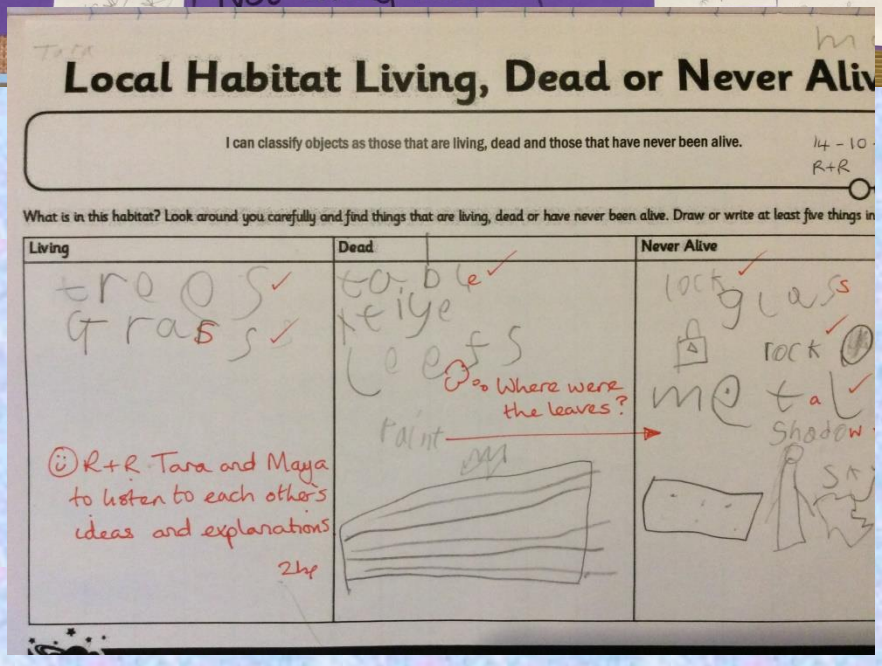
"The metal sign is not living."

We worked together with our partner to record our findings. Then we created a whole class poster using our own ideas about things that are living, never alive and not living now.

"It was a bit tricky thinking about leaves on the ground. They have fallen off the tree so they are not alive anymore."



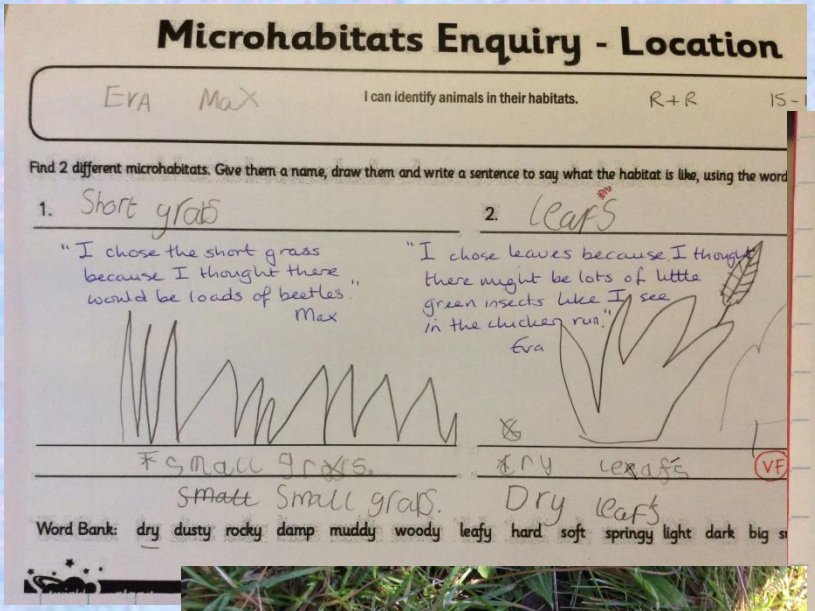


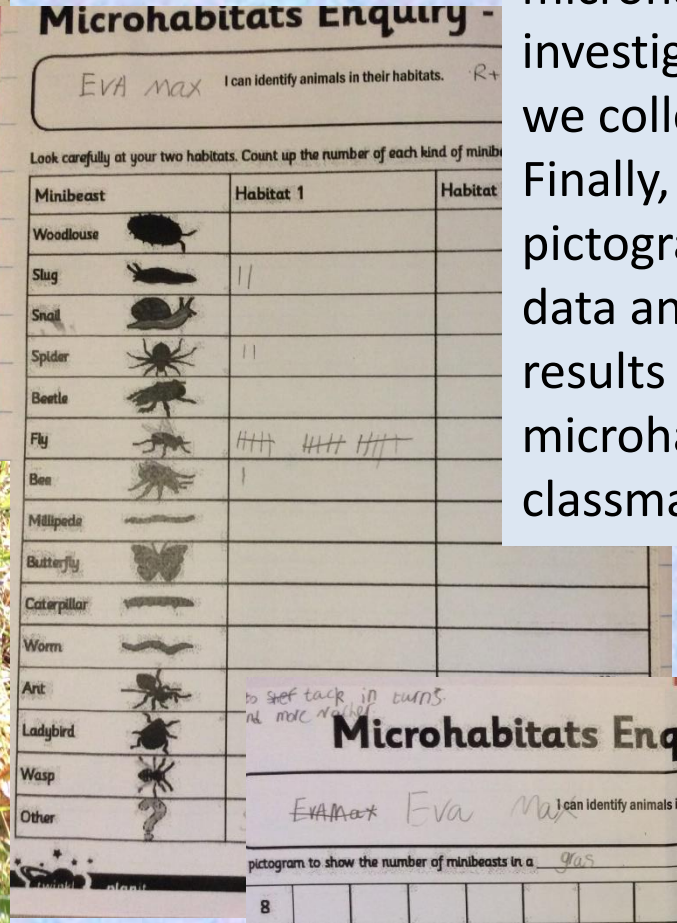


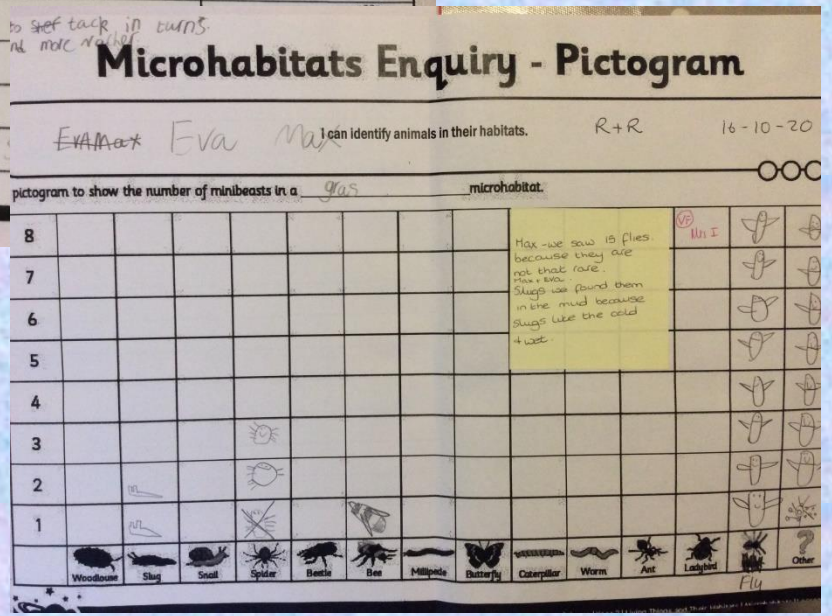
We explored our school field and created a map of all the things we found like trees, bushes, berries and animal droppings.

"I found lots of holes in the bank, maybe it's a rabbit's home."

First, we chose our microhabitat to investigate and then we collected our data. Finally, we created a pictogram using our data and compared our results with other microhabitats that our classmates had chosen.

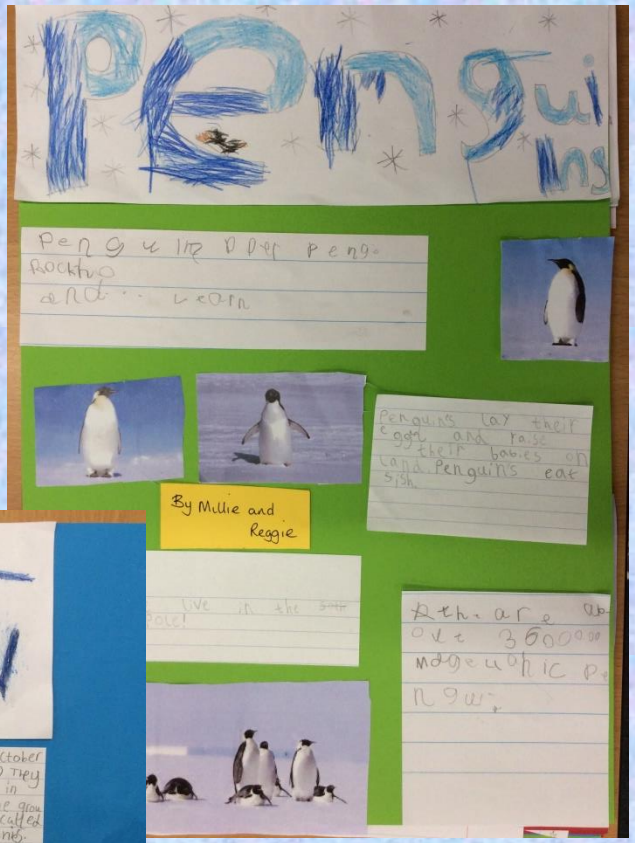


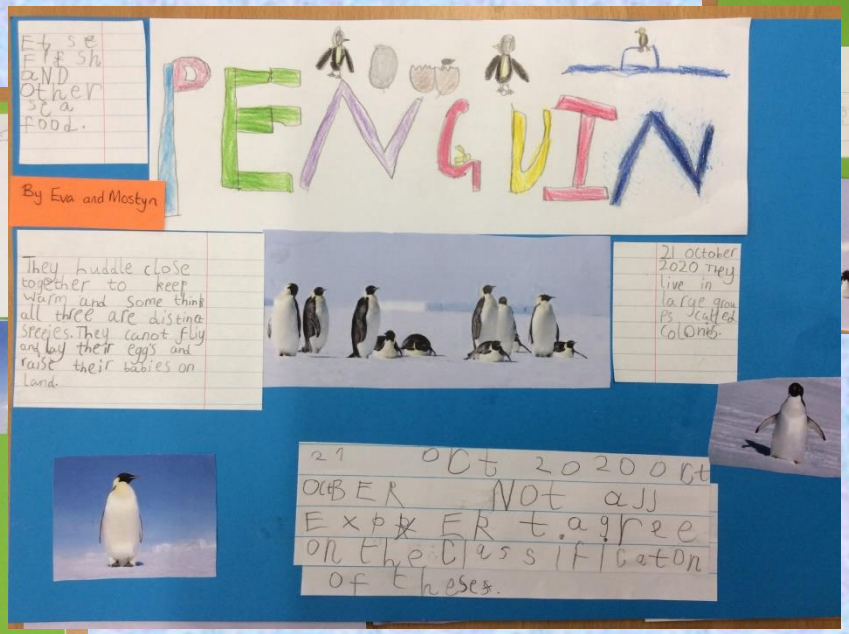


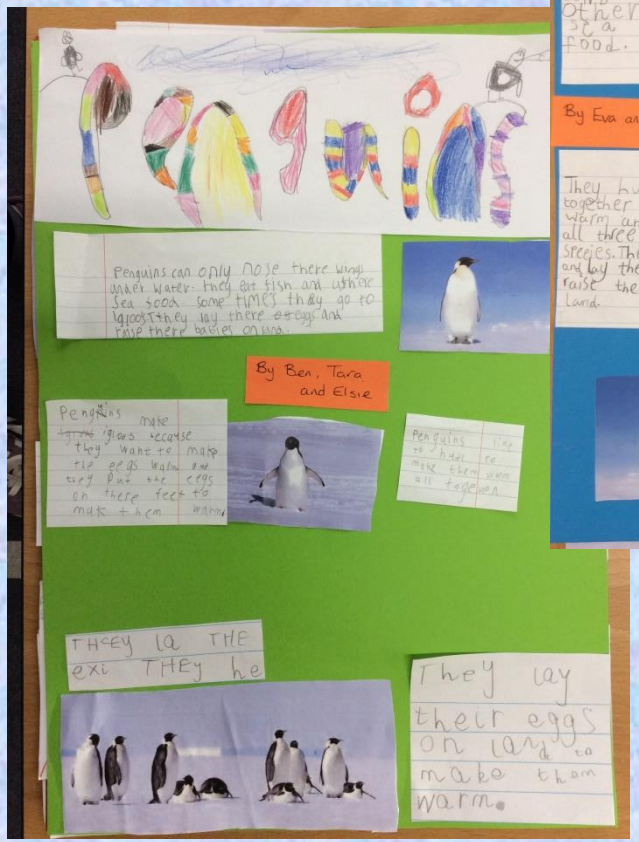


"I was expecting to see a millipede but maybe it wasn't dark enough for it because it likes dark places."

We received a letter from Waddle the penguin asking for our help because lots of people don't know where penguins come from. So we did some research and created posters to help people learn about penguins.







"I think the penguin in our English book 'Lost and found' will be really pleased with our posters."

"Penguins live in Antarctica!"

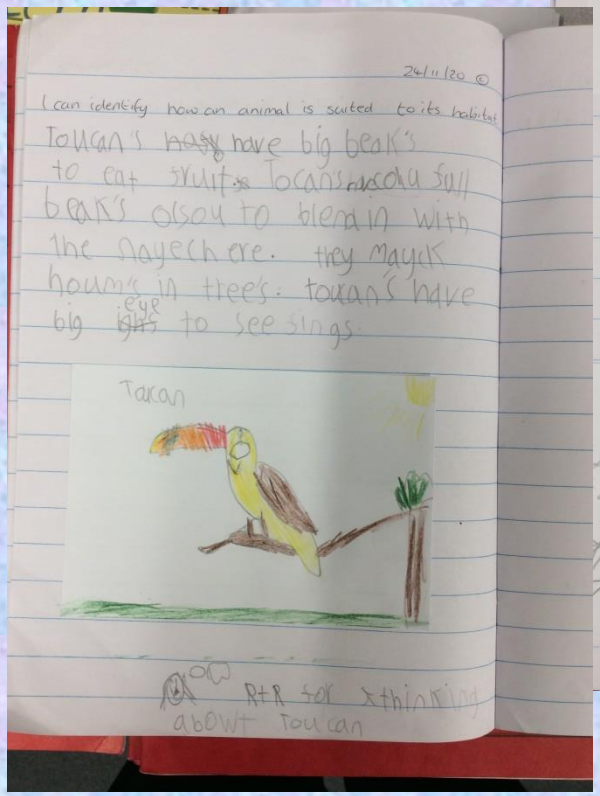
We learnt about different habitats – desert, marine, Arctic and the tropical rainforest. Then, we did some research and created posters to share with the rest of the class.

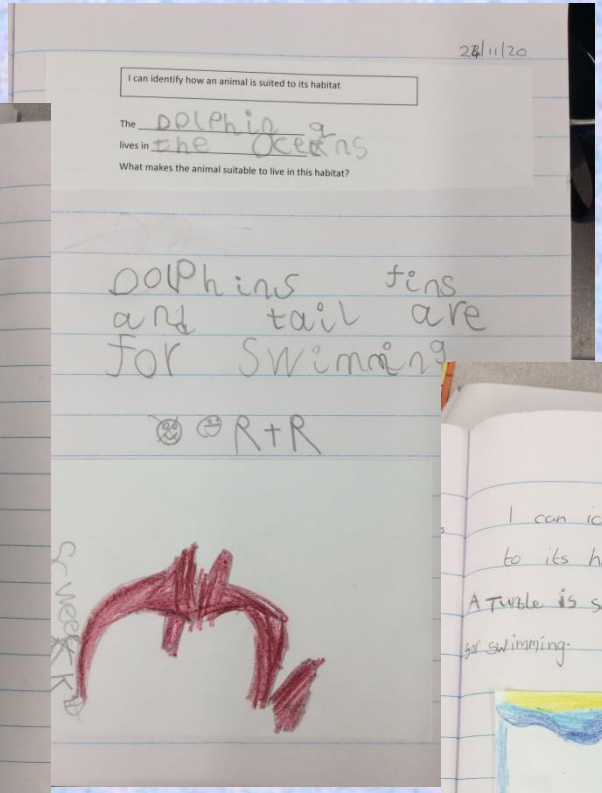
"There is no water or trees or electricity in the desert. The animals that live there like it hot."

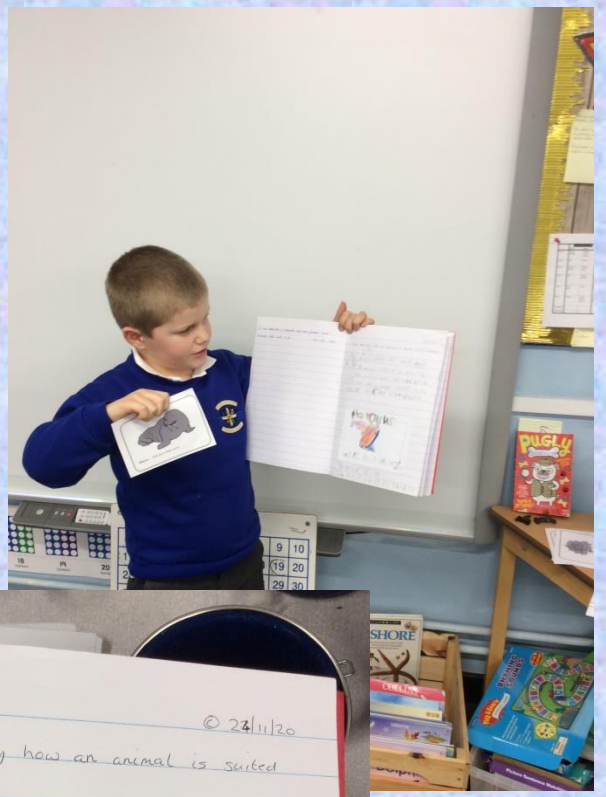
"Scorpions and camels live in the desert."

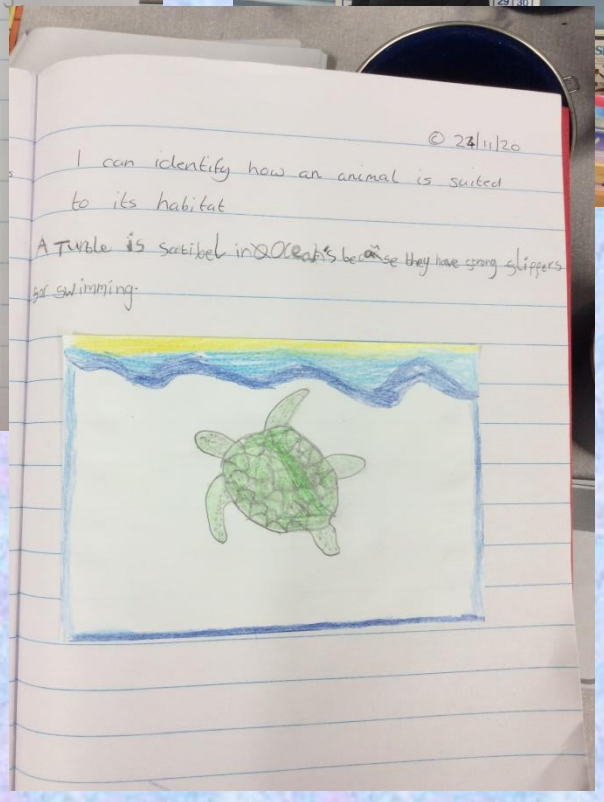
"Polar bears have wide flat feet to help them walk on the snow."

"Jaguars are suited to tropical rainforests because their spotted coat is for hiding in trees.







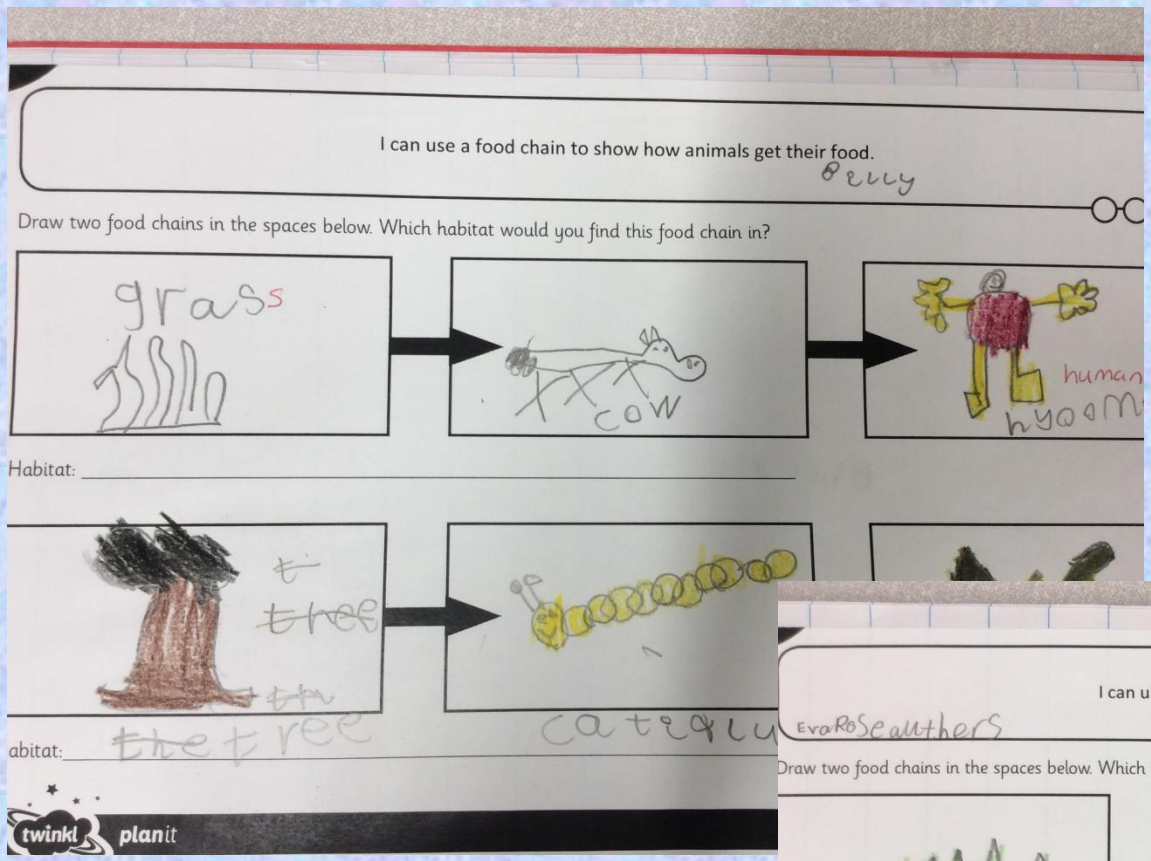


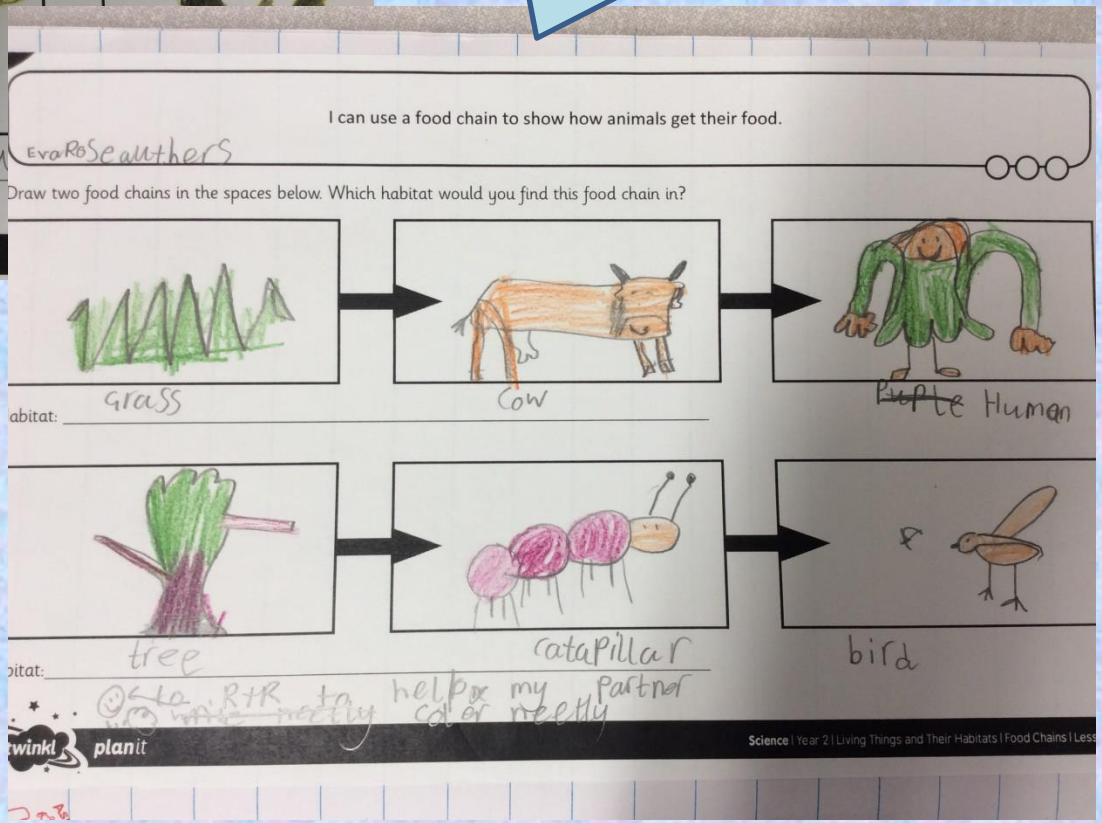
We thought carefully about different animals and how they are suited to the habitat that they live in.

We talked about how animals get their food and investigated simple food chains.

"Birds like to eat caterpillars."

"Cows are herbivores because they just eat grass."





Herbivores only eat plants.
Carnivores only eat meat.
Omnivores eat both plants and meat.

Science FLE Y1/2 Living things and their habitats




Our Endpoint

To describe a habitat and the plants and animals that live in it.

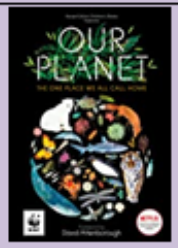
Forever Facts

All living things have basic needs that must be met for them stay alive and healthy.
Animals need air, food and water in order for their basic needs to be met.
Plants need light, air, water and food in order for them to grow.
Some things were once alive, for example, dry leaves on the ground or a fossil.
Some things have never been alive, for example, anything made from metal, plastic or stone.
In a woodland habitat, we find squirrels, deer and many insects as well as oak trees and ferns.
In a coastal habitat, we find crabs, starfish and anemones in rockpools and seabirds like to nest in the cliffs.
Animals like walruses, Arctic hares and polar bears live in an Arctic habitat where it is very cold.
In a tropical rainforest habitat, we find jaguars, macaws and cacao trees.
Animals like lizards, toads, snakes and meerkats live in a desert habitat where there is very little grass or other kinds of plants.
In an ocean or marine habitat, we find many different types of fish and plants including sharks, crabs, dolphins, sea grasses and coral.

SMSC

Spiritual: Show a sense of enjoyment and fascination in our learning.
Moral: Understanding the consequences of our actions.
Social: Working together and demonstrating skills and attitudes that will allow them to contribute positively to life in Modern Britain.

Exciting books



Subject Specific Vocabulary

life process	The activities that must be done in order to survive.
habitat	A place that an animal or plant lives which provides food, water and shelter.
survival	To continue to live.
microhabitat	A habitat which is very small.
minibeasts	A small animal like an insect or spider.
adaptation	Changes over time that enable a plant or animal to survive.
food chain	The order in which living things depend on each other for food.
predator	An animal that hunts other animals for food.
prey	An animal that is hunted or caught for food, usually by another animal.
dependency	Relying on another for help or to provide what you need.

Skills

Make observations, ask and answer questions.
Identify and classify.
Record in different ways including labelled diagrams.
Begin to use scientific vocabulary.