



Living Things and their habitats – Habitats from around the world						
<b>Spring 1</b>						
<b>Prior learning</b>	EYFS -natural world and different environments;					
<b>Lesson objective</b>	Learn about habitats	Appreciate that environments are constantly changing	Explore the rainforest and its problems	Describe life in the ocean	Discover the Arctic and Antarctic habitat	Create a model of a habitat
<b>Key vocabulary</b>	habitat microhabitat organism environment mate	rainforest moisture extinct climate endangered	biodiversity deforestation poaching pollution rainforest	plankton ocean ecosystem coral reef trench	Antarctic Arctic caribou narwhal tundra	earthworm desert lizard cactus pond
<b>Creative context</b>						
<b>Substantive knowledge</b>	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	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	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 Identify and name a variety of plants and animals in their habitats, including microhabitats	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 Identify and name a variety of plants and animals in their habitats, including microhabitats	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 Identify and name a variety of plants and animals in their habitats, including microhabitats	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 Identify and name a variety of plants and animals in their habitats, including microhabitats
<b>Disciplinary knowledge</b>	Identifying and classifying Using their observations and	Gathering and recording data to help in answering questions	Using their observations and ideas to suggest	Asking simple questions and recognising that they can be	Identifying and classifying	Using their observations and ideas to suggest



	ideas to suggest answers to questions		answers to questions	answered in different ways		answers to questions
<b>Recorded learning</b>	<p>Match 8 different animals to their habitats.</p> <p>Challenge Task: Identify the characteristics of a living organism which make them suitable to live in more than one habitat.</p>	<p>Complete a litter audit on school grounds, record the impact litter is having on its inhabitants.</p> <p>Challenge Task: Identify how littering can be dangerous for the habitats which live there.</p>	<p>Create a poster to explain why the rainforest needs to be protected. Focus on 3 issues, explaining how they are affecting 3 different animals and why they're important.</p> <p>Challenge Task: What do the children consider to be the top 3 threats to a rainforest</p>	<p>Create a cross-section of the ocean and label the sea floor at 2,000m, 1,000m and 500m.</p> <p>Draw ocean animals or cut them out and stick them onto the collage in the appropriate location. Complete a fact file using the template.</p>	<p>Identify which animals live in the Arctic versus those animals which live in the Antarctic. Create a Venn diagram to identify those animals which live in both polar regions.</p> <p>Challenge Task: Ask the children to identify the top 3 dangers which are affecting the Arctic and Antarctic habitats.</p>	<p>Soil Audit Challenge. Using a square grid measure, compare and count what they find in their area of soil. Create a square grid using 30cm rulers to count and record what they find in their square and then compare their results with each other.</p>
<b>Future learning</b>	Year 4 food webs, classification; Year 5 life process; Year 6 classification					