



Autumn 2	Living things and their habitats					
Prior learning	Year 1 – identification of common animal groups, Year 2 - habitats					
Lesson objective	Explore different habitats	Research a habitat	Explore how animals can be classified	Create a classification key	Adaptations and classification within species	Explore and classify pond plants
Key vocabulary	habitat microhabitat conditions adapted camouflage	coastal grassland environment climate exposure	classify characteristics vertebrate invertebrate species	sub-groups identify criteria classification keys organism	adapted region features colouring blubber	ecosystem oxygenised flowering plant non-flowering plant pond dipping
Creative context						
Substantive knowledge	Recognise that living things can be grouped in a variety of ways.	Making a guide to local living things (non statutory).	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.	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
Disciplinary knowledge	Identifying differences, similarities or changes related to simple scientific ideas and processes.	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Identifying differences, similarities or changes related to simple scientific ideas and processes.	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.



<p>Recorded learning</p>	<p>Cut out and sort animals into the following habitats: desert, rainforest, ocean, Savannah, and Arctic.</p> <p>Challenge: Spot similarities between animals that live in the same habitats.</p>	<p>Children research a local habitat and create a guide or a tourist brochure about that habitat. Must include: conditions in that area and the species of plants and animals they'd expect to find.</p> <p>Challenge: Include the threats that face living things within their habitat.</p>	<p>Using the animals on the handout, children group them according to a classification of their choice: vertebrate/invertebrate herbivore/carnivore etc. They may choose to group them based on appearance or specific features or behaviours: scales/does not have scales lays eggs/does not lay eggs. Children choose a table or a Venn diagram.</p> <p>Challenge: sort them again as many times as they can, using a different classification method each time.</p>	<p>Using the handout with a selection of 4 animals, children write their own classification key with a series of yes/no answers so that each of the animals can be found at the end of their key.</p> <p>Challenge: Children create their own classification keys with 4 animals of their choice.</p>	<p>Children create their own animal. They may base their animal (polar bear/grizzly bear) or an existing species and include adaptations or create a unique species. The children must: name their animal, choose which habitat their species belongs to, include features to ensure their animal is suited to its environment. Children to draw and write a description of their animal.</p> <p>Challenge Task: Children write a classification key that includes their 'new' species.</p>	<p>Children use the handout to research 10 plants and group them into flowering or non-flowering plants.</p> <p>Challenge: Children find an alternative way to group the plants.</p>
<p>Future learning</p>	<p>Year 6 – Classification, inheritance and evolution</p>					