






<p><b>Programme of Study Statements</b>                  Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> <li>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</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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</li> </ul>					<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed</li> <li>Names of local habitats e.g. pond, woodland etc.</li> <li>Names of micro-habitats e.g. under logs, in bushes etc.</li> </ul>
<p><b>Investigations and Skills for thinking like a Scientist</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>					<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Some things are living, some were once living but now dead and some things never lived.</li> <li>There is variation between living things.</li> <li>Different animals and plants live in different places. Living things are adapted to survive in different habitats.</li> <li>Environmental change can affect plants and animals that live there</li> </ul>
<p><b><u>Comparative Tests</u></b></p> <p>Which pets are the easiest to look after?</p> <p>Is there the same level of light in the evergreen wood compared with the deciduous wood?</p>	<p><b><u>Identify &amp; Classify</u></b></p> <p>How would you group these plants and animals based on what habitat you would find them in?</p>	<p><b><u>Observation over time</u></b></p> <p>How does the school pond/ garden change over the year?</p>	<p><b><u>Pattern seeking</u></b></p> <p>What conditions do woodlice prefer to live in?</p> <p>Which habitat do worms prefer – where can we find the most worms?</p>	<p><b><u>Research</u></b></p> <p>How are the animals in Australia different to the ones that we find in Britain?</p> <p>How does the habitat of the Arctic compare with the habitat of the rainforest?</p> <p>What ideas did botanist Arthur Tansley have about habitats in 1935?</p>	<p><b><u>Prior Knowledge:</u></b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)</p> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)</li> <li>Observe changes across the four seasons. (Y1 - Seasonal changes)</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Potential Evidence to support our Scientists (I can..):</b></li> <li>• Can find a range of items outside that are living, dead and never lived</li> <li>• Can name a range of animals and plants that live in a habitat and micro-habitats that they have studied</li> <li>• Can talk about how the features of these animals and plants make them suitable to the habitat</li> <li>• Can talk about what the animals eat in a habitat and how the plants provide shelter for them</li> <li>• Can construct a food chain that starts with a plant and has the arrows pointing in the correct direction</li> <li>• Can sort into living, dead and never lived</li> <li>• Can give key features that mean the animal or plant is suited to its micro-habitat</li> <li>• Using a food chain can explain what animals eat</li> <li>• Can explain in simple terms why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty</li> </ul> <p><b>Big Question:</b>  <b>Why do different animals live in different places?</b></p>	<p><b>Future Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats)</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats)</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)</li> </ul>
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<b>Cultural Capital</b>		
<p><b>Visits and visitors</b></p> <p>Lower Woods  Redwood  Slimbridge</p>	<p><b>Experiences and events</b></p> <p>Use all areas of the school grounds  Make a bug hotel</p>	<p><b>Key texts</b></p> <p><i>The Gruffalo</i>  (Julia Donaldson)  <i>Meerkat Mail</i>  (Emily Gravett)  <i>No Place Like Home</i>  (Jonathon Emmett)</p>
<p><b>Community events and links</b></p> <p>Wickwar Orchard and Playing field  Lower Woods</p>	<p><b>Global issues</b></p> <p>Loss of key habitats</p>	<p><b>Famous people/ Key Scientists</b></p> <p>Terry Nutkins  (TV Presenter)  Liz Bonnin  (Conservationist)</p>
<p><b>Life Skills</b></p> <p>Curiosity  Resilience</p>	<p><b>Key places</b></p> <p>School grounds: pond, field, wooded areas.</p>	

Making Links

Local environments in Wickwar.