

Previous Knowledge

Year 2—living things and their habitats

Project Hook or ‘Wow’ memory

Going on a Bug Hunt, Create Top Trumps,

The key skills we want pupils to use during this topic:

Ask relevant **questions** and use different types of scientific enquiries to answer them. Set up simple practical investigations, **compare** things and make **fair tests**. Make careful **observations** and take **accurate measurements** using the right units using a range of equipment.

Gather, record, sort and **present data** in a variety of ways to help in **answering questions**. Record findings using simple **scientific language**, drawings, labelled diagrams, keys, bar charts and tables.

Report findings by talking and writing about them, displaying or **presenting results** and **conclusions**. Use results to draw simple conclusions, make **predictions**, suggest **improvements** and ask more questions. **Identify differences, similarities or changes**. Use clear **scientific evidence** to answer questions or to support my findings.

Learning Steps

Key Knowledge (answers)

How would you group these living things?(**Identifying , classifying and presenting data**)

Living things grouped according to key features in a variety of ways—groups, venn diagrams, carroll diagrams.
Questions posed to sort the living creatures .
Top Trumps created - research conducted and questions posed.

How can vertebrates be classified? (**Research, classifying and presenting data**)

Know and understand the terms vertebrate and invertebrate. Vertebrates can be further classified into reptiles, mammals, amphibians, fish and birds.

What invertebrates can we find in our locality? (**research and evidence, identifying and classifying**)

Look in school grounds and:
Use a key to identify invertebrates
Use scientific evidence to identify invertebrates

What are classification keys? (**gathering, recording, classifying and presenting data in a range of ways**)

Create a classification key to group, identify and name a variety of living things in the local environment (school grounds)
Show the characteristics of living things in a table and key.

What habitats are in my locality?

Know different habitat types and identify habitat types in our locality.
Recognise how habitat change can have positive / negative impact on living things

How is the landscape changing?

Recognise environmental change and the impact this is having on living things - identify why some living things are endangered

What impact is that having on living things?

Key vocabulary

Organism	A word to describe all living things—animals and plants
Vertebrate	Animals with a backbone
Invertebrate	Animals without a backbone
Classification	This is where plants and animals are placed in groups according to their similarities
Specimen	A particular plant or animal that scientists study to find out about its species
Characteristics	The distinguishing features or qualities that are specific to a species
Life Process Mrs Gren	The things living things do to stay alive
Environment	An environment contains many habitats and these include areas that have living and non-living things in.

Statutory Requirements

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. Recognise that environments can change but that this can pose dangers to living things.

