

**Previous Knowledge**

Identify animals within groups. Herbivores, omnivores and carnivores, describe and compare common animal structures.

**Project Hook or 'Wow' memory**

Based on the book 'Home' by Carson Ellis. Make a home for a worm—wormery.

**Learning Steps**

**Key Knowledge (answers)**

**What is a habitat/microhabitat? (Identifying and classifying)**  
A habitat is a place where a plant or animal makes home. The main elements of a habitat are shelter, food, water and space. Some are large like the ocean, but microhabitats are smaller environments that support habitats such as a shrub or bush.

**What living things can I find in a microhabitat? (Identifying and classifying)**  
Examples of microhabitats are: leaf pile, logs, rocks, leaves, tree stump, soil, nettles and flowers. Minibeasts that live in microhabitats are: spiders, snails, bugs, beetles, centipedes, worms, earwigs, caterpillars etc.

**Which habitat do woodlice prefer to live in? (Comparative testing and pattern spotting)**  
Woodlice like damp, dark places and can be found hiding in walls, under stones and in compost heaps.

**Wow activity linked to the book Home by Carson Ellis. What happens to the sand and soil in the wormery? (Observing over time)**  
Worms prefer to live in places where it is dark and away from sunlight, such as underground, where it is also cool. Their ideal habitat is anywhere there is moist soil and dead plant material. Having a moist habitat is essential as they need the moisture to keep their skin hydrated and healthy.

**Are all habitats suitable for all animals? How do the habitats of the arctic, desert, rainforest and ocean compare? (Research)**  
Different conditions of a habitat (climate, coverage, access to water) determine how suitable this habitat will be for different animals or plants. E.g. a polar bear is suited to the arctic habitat as their fur and layers of fat help keep them insulated in the colder climate, however, snakes require a warmer habitat due to being cold-blooded and having scaly (non-insulated) skin.

**How do animals and plants adapt to different habitats? (Research)**  
Arctic—Thick fur, Wide flat feet, Thick layers of fat, Webbed feet, Waterproof feathers  
Desert- Thick eyelashes, Fat storing humps, Strong long legs for jumping and running, Strong claws for digging  
Rainforest—Curved claws to hang on trees, Sticky suckers for climbing, Big beaks for eating  
Long arms, legs and tails for swinging, Wide flat feet for walking in mud, Camouflage, Hard bodies and spines  
Ocean—Strong suckers for holding on to things, Gills for breathing under water or a blow

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

Ask simple questions and recognise that they can be answered in different ways.

Observe closely using simple equipment.

Perform simple tests. Identify and classify.

Use observations and ideas to suggest answers to simple questions.

Gather and record data to help in answering questions.

**Key vocabulary**

**Habitat** A habitat is the natural place that something lives. A habitat provides everything a living thing needs to survive such as food, shelter and water.

**Microhabitat** A microhabitat is a very small habitat in places like under a rock, leaves or in a rotting branch.

**Minibeast** A small invertebrate animal such as an insect or spider.

**Arctic** The Arctic is the region around the North Pole. It is a sea of ice, surrounded by cold, treeless lands.

**Desert** Deserts are the driest places on Earth.

**Ocean** An ocean is a huge body of salt water.

**Rainforest** A rainforest is a tall, dense forest that receives lots of rain every year.

**Statutory Requirements**

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.

