

What Should I Already Know? Pupils have looked at the basic needs of humans and animals for survival and the importance of the right diet. Children have looked at the life cycle of a tiger and have briefly been exposed to different diet types of plants and animals. The children have looked at the parts and functions of plants as well as the parts and functions of the skeleton.

Enquiry questions:

Can we explore and compare the differences between things that are living, dead, and things that have never been alive?

Can we identify and name a variety of plants and animals in their habitats, including microhabitats?

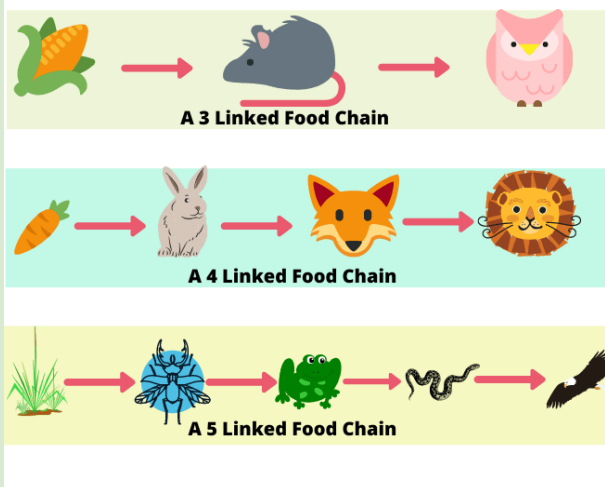
Can we identify which animals might live in a range of habitats and describe how different habitats provide for the basic needs of different kinds of animals and plants?

Can we find out what animals eat to survive in their habitats?

Can we describe how animals obtain their food from plants and other animals, using the idea of a simple food chain?

Can we understand the journey food makes from the farm to the supermarket?

Food chains:



Alive: A living thing

Antarctic: the world's southernmost continent and the site of the South Pole

Arctic: the northern polar region

biodiversity: a variety of plant and animal life in a particular habitat.

cactus: a type of desert plant usually with sharp spines and thick stems for storing water.

canned: food stored in a tin so that it does not perish so quickly

carnivore: an animal that only eats meat

caterpillar: the wormlike larva of an insect and usually a butterfly or moth

climate: the general weather condition usually found in a particular place

colony: a group of things or people

condition: a particular state of being

consumer: a living thing that eats other living things

coral reef: a ridge of rock in the sea which is home to many sea animals and plants

Dead: Something that was once alive or part of something that was alive

deforestation: when forests are cut down

desert: an area, often covered with sand or rocks, where there is very little water and not

ecosystem: an area where animals and plants live and where they rely on one another to survive

endangered: animals or plants that may soon not exist because there are very few left alive.

environment: the surroundings or conditions that a living organism (people, animals, plants) finds themselves in

Excretion: to get rid of unwanted substances from the body

extinct: no longer exists

food chain: the order in which living things eat other living thing.

Working scientifically:

KS1:

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 questions.

Gather and record data to help answer questions.

Lower KS2:

Ask relevant questions and use different types of scientific enquiries to answer them.

Use straight forward scientific evidence to answer questions or to support them.

Make systematic and careful observations and where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.

Identify differences, similarities or changes related to simple scientific ideas and processes

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Record findings using simple scientific language, drawings, labeled diagrams, keys, bar charts and tables.

Gather, record, classify and present data in a variety of ways to help answer questions.

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

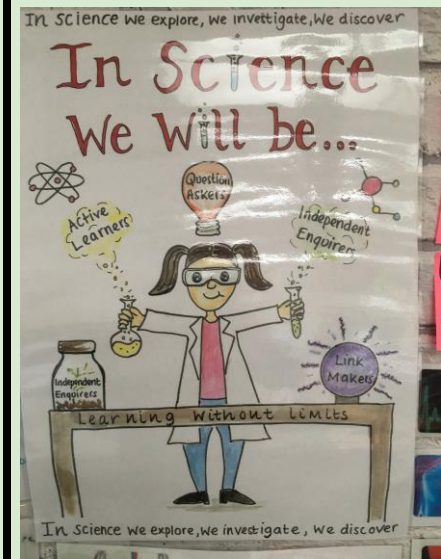
Living, dead or never alive?

Dead or Alive		
living		All living things breathe, eat, grow, move, reproduce and have senses.
dead		Something that was once a living thing.
non-living		Something that has never been alive.

Habitats:



frozen food: food that is kept very cold so it does not perish
fungi: a group of living organisms which are classified in their own kingdom
Growth: To grow/ get bigger
habitat: the natural place where a living thing can survive
herbivore: an animal that only eats plants
insect: a small living thing that has 6 legs
life cycle: the sequence of changes that living things go through as they grow, reproduce and die
mate: to come or bring together for breeding
microhabitat: a small area which differs somehow from the surrounding habitat
Movement: To be able to move.
Never Alive: An object which has never been alive and never will be.
nutrient: part of food that helps living things live and grow
nutrition: eating food to enable living things to grow and be healthy
ocean: a very large area of sea; they cover 70% of the world's surface
omnivore: an animal that eats both plants and meat
organism: a living thing made up of one or more cells and able to carry on the activities of life
pollution: waste that is disposed of into the environment
producer: a plant at the start of a food chain
rainforest: a lush and dense forest with lots of rain
reproduce: to create young, offspring or babies
Reproduction: to create young, offspring or babies
respire: to breathe
Respiration: To breathe
rot: Decay
senses: sight, hearing, touch, taste and smell
shelter: something that covers or protects
suitable: right for a particular purpose
survive: to remain alive



MRS GREN

Characteristics of living things

Movement
Respiration
Sensitivity

Growth
Reproduction
Excretion
Nutrition



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Cross Curriculum Links: PSHE: Diversity and Communities, Geography: Let's go on safari.

