

Topic: Science – Living things and their habitats

Term: Spring 1

Year: Unit 2 years 1 & 2

Duration: 6 weeks

The Powerful Knowledge we will take away from this Learning Enquiry (what will be learning):

	The children will be able to identify and name a variety of global habitats.
 observing	The children will begin to observe local habitats to see how they change over time?
	The children will be able to understand how food chains function
	The children will be able to identify that most living things live in habitats to which they are suited focussing on grasslands/savannah.
	The children will be able to identify that most living things live in habitats to which they are suited focussing on underwater
	The children will be able to identify that most living things live in habitats to which they are suited focussing on rainforest.
	The children will be able to show how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Our Key Vocabulary:

Habitats	The natural home or environment of an organism.
Organism	An individual plant, animal, or single-celled life form.
Equator	An imaginary circle drawn around the middle of the Earth.
Ecology	Ecology is the scientific study of the environment.
Microhabitat	A microhabitat is a small area which differs somehow from the surrounding habitat
Food chain	A series of organisms dependent on the next as a source of food.
Producers	the first organism in a food chain, usually a green plant
Consumers	the organisms that eat something below them on the food chain
Savannah	An eco-system made of grassland and woodland.
Ocean	A huge body of saltwater.
Rainforest	An area of tall, mostly evergreen trees and a high amount of rainfall.
predator	consumes other animals
prey	is eaten by other animals.
adapted	slowly changed over time.

What I already know:

In Foundation stage, the children will

- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore the natural world around them.
- Recognise some environments that are different from the one in which they live.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Books and websites for further research:

You can find many different books about habitats online, or at the library. This website has a list of recommendations, but there are many more out there.

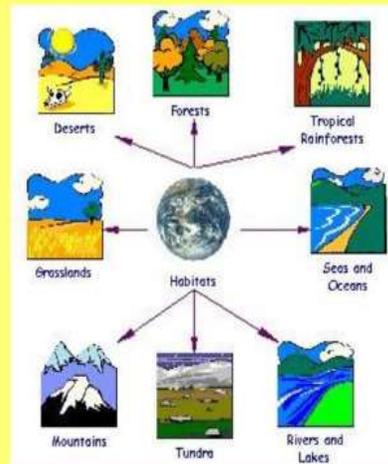
<https://www.booksfortopics.com/minibeasts>

<https://www.booksfortopics.com/under-the-sea>

Websites:

[Living things and their habitats - KS1 Science - BBC Bitesize](#)

What is a habitat?



- Every animal has a habitat.
- The place where an animal or plant lives and grows is called its **habitat**.
- A **habitat** is where an animal finds the food, water, and shelter it needs to live.

There are many different global habitats.

Home learning

Choose one of these suggestions:

Research one of these key Scientists and create a biography or fact file about their life and key works.

Create a fact file about a global habitat. You can use the BBC bitesize link to research interesting facts.

Draw a food chain from a global habitat.

Key scientists

- **Kate Humble (1968 -)** naturalist and presenter on BBC of wildlife programs
- **Steve Backshall (1973 -)** naturalist and presenter on BBC of wildlife programs
- **Chris Packham (1961 -)** naturalist and presenter on BBC of wildlife programs

Example of a grassland food chain:

