



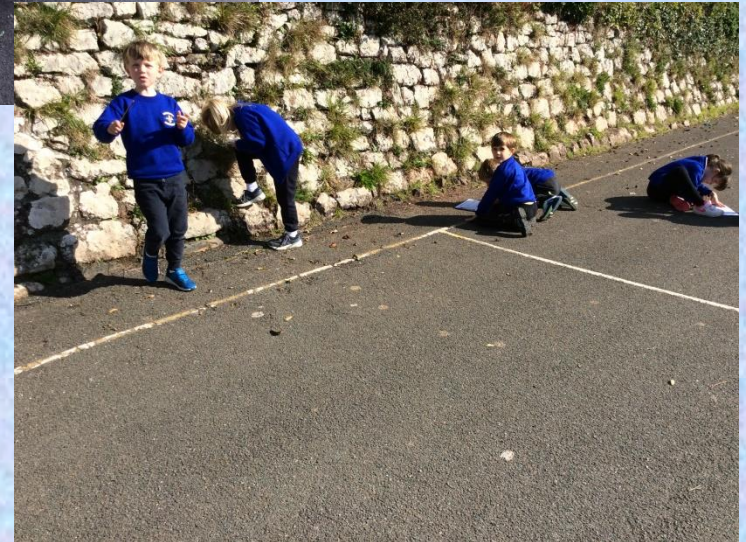
Class Cremyll

Science

Habitats



We discussed the difference between living things and non-living things as well as things that were once alive. Then we investigated our playground to find examples of each.

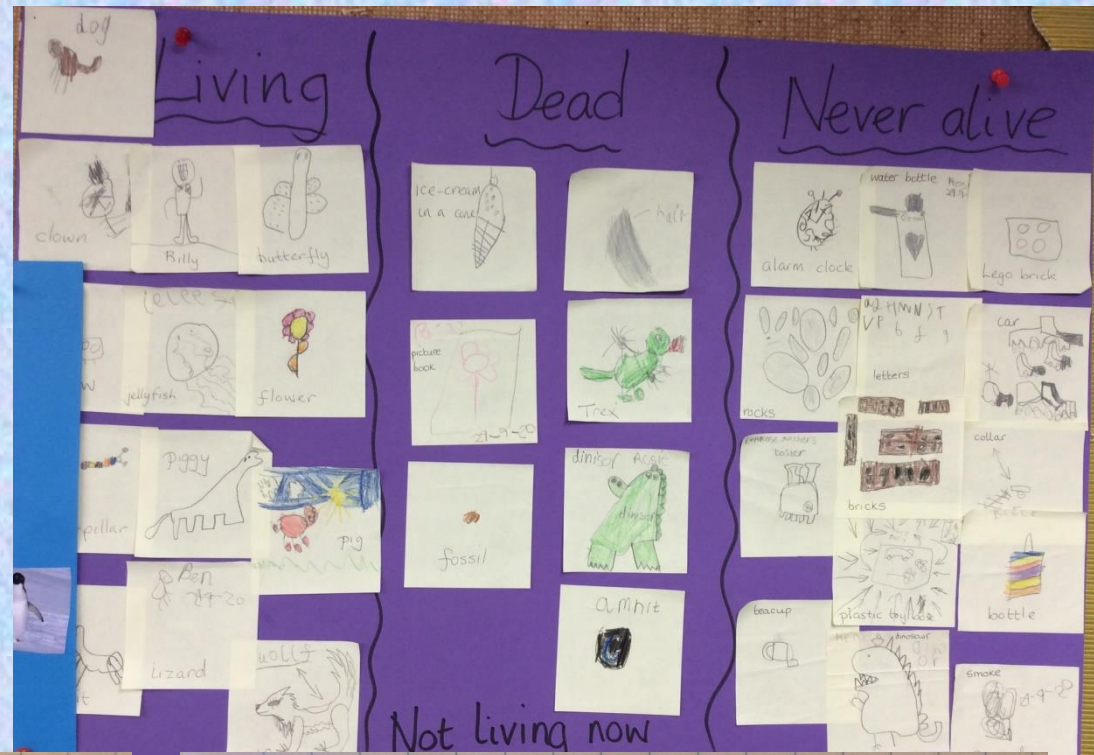


"I noticed the gate was made of wood which comes from a tree – it used to be living."

"The metal sign is not living."

We worked together with our partner to record our findings. Then we created a whole class poster using our own ideas about things that are living, never alive and not living now.

"It was a bit tricky thinking about leaves on the ground. They have fallen off the tree so they are not alive anymore."



Joey

Local Habitat Living, Dead or Never Alive

I can classify objects as those that are living, dead and those that have never been alive. 14-10-21 R+R

What is in this habitat? Look around you carefully and find things that are living, dead or have never been alive. Draw or write at least five things in each.

Living	Dead	Never Alive
<p>human, tree, grass</p>	<p>bench, wood, gate, grass</p>	<p>rocks, concrete, metal, rope</p>

😊 R+R Joey and Paige to explain your ideas to each other. 2hp

Tara

Local Habitat Living, Dead or Never Alive

I can classify objects as those that are living, dead and those that have never been alive. 14-10-21 R+R

What is in this habitat? Look around you carefully and find things that are living, dead or have never been alive. Draw or write at least five things in each.

Living	Dead	Never Alive
<p>trees, grass</p>	<p>table, leaves, paint</p>	<p>rock, glasses, metal, shadow</p>

😊 R+R Tara and Maya to listen to each other's ideas and explanations. 2hp

Where were the leaves? →

We explored our school field and created a map of all the things we found like trees, bushes, berries and animal droppings.



"I found lots of holes in the bank, maybe it's a rabbit's home."

Microhabitats Enquiry - Location

Eva Max

I can identify animals in their habitats.

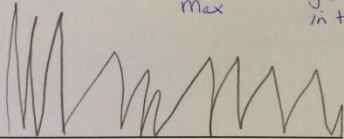
R+R

15-

Find 2 different microhabitats. Give them a name, draw them and write a sentence to say what the habitat is like, using the word

1. Short grass

"I chose the short grass because I thought there would be loads of beetles."

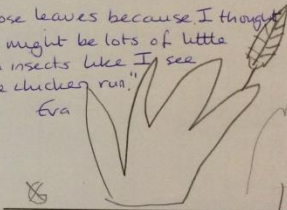


Small grass.

Small Small grass.

2. Leaves

"I chose leaves because I thought there might be lots of little green insects like I see in the chicken run."



Dry leaves

Dry leaves

Word Bank: dry dusty rocky damp muddy woody leafy hard soft springy light dark big s



Microhabitats Enquiry -

Eva Max

I can identify animals in their habitats.

R+

Look carefully at your two habitats. Count up the number of each kind of minibeast

Minibeast	Habitat 1	Habitat
Woodlouse		
Slug	11	
Snail		
Spider	11	
Beetle		
Fly	1111 1111 1111	
Bee	1	
Millipede		
Butterfly		
Caterpillar		
Worm		
Ant		
Ladybird		
Wasp		
Other		

to see track in turns.
nd mole mark

Microhabitats Enquiry - Pictogram

~~Eva Max~~ Eva Max

I can identify animals in their habitats.

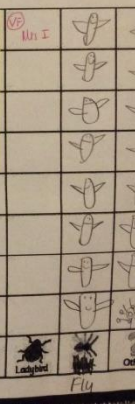
R+R

16-10-20

pictogram to show the number of minibeasts in a grass microhabitat.

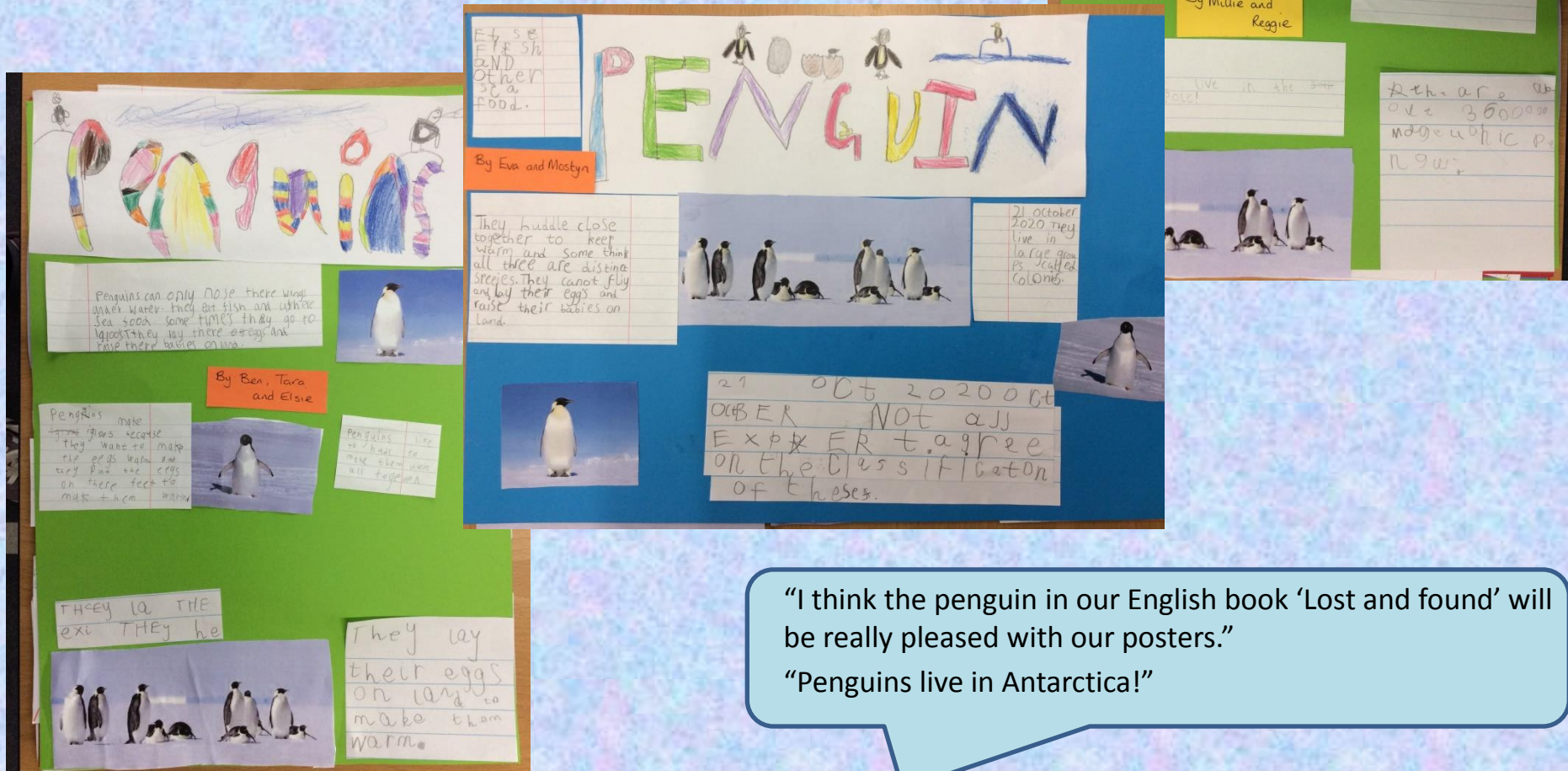
	8	7	6	5	4	3	2	1	Woodlouse	Slug	Snail	Spider	Beetle	Bee	Millipede	Butterfly	Caterpillar	Worm	Ant	Ladybird	Other
8																					
7																					
6																					
5																					
4																					
3																					
2																					
1																					

Max - we saw 15 flies because they are not that rare.
Max + Eva
Slugs we found them in the mud because slugs like the cold + wet



"I was expecting to see a millipede but maybe it wasn't dark enough for it because it likes dark places."

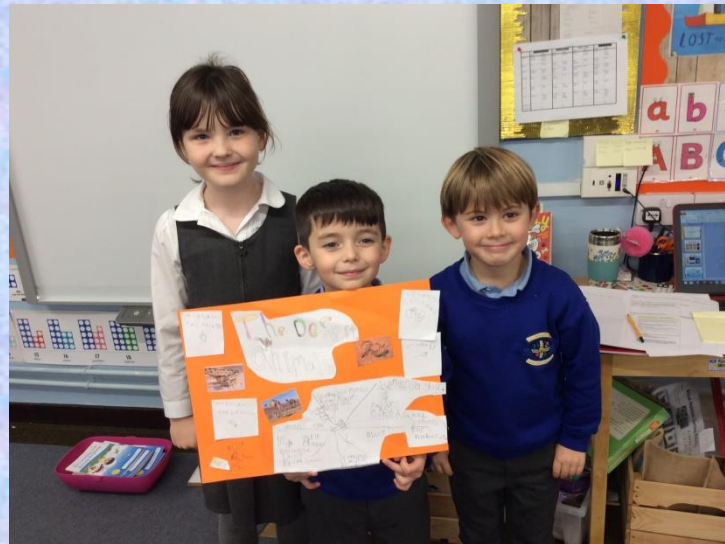
We received a letter from Waddle the penguin asking for our help because lots of people don't know where penguins come from. So we did some research and created posters to help people learn about penguins.



"I think the penguin in our English book 'Lost and found' will be really pleased with our posters."

"Penguins live in Antarctica!"

We learnt about different habitats – desert, marine, Arctic and the tropical rainforest. Then, we did some research and created posters to share with the rest of the class.




“There is no water or trees or electricity in the desert.
The animals that live there like it hot.”
“Scorpions and camels live in the desert.”

“Jaguars are suited to tropical rainforests because their spotted coat is for hiding in trees.

24/11/20 ©

I can identify how an animal is suited to its habitat

Toucans ~~may~~ have big beaks
to eat fruit. Toucans ~~also~~ have
beaks also to blend in with
the rainforest. they may
house in trees. toucans have
big ^{eye} ~~bits~~ to see things.



Toucan

How R+R for thinking about Toucan

28/11/20


I can identify how an animal is suited to its habitat

The dolphin
lives in the oceans

What makes the animal suitable to live in this habitat?

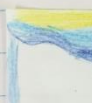
DOLPHINS fins
and tail are
for swimming

⊗ ⊕ R+R



5 weeks

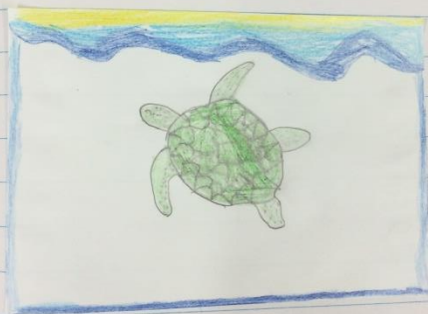
I can
to its
A turtle is
for swimming



© 24/11/20

I can identify how an animal is suited to its habitat

A Turtle is suited in oceans because they have strong flippers for swimming.

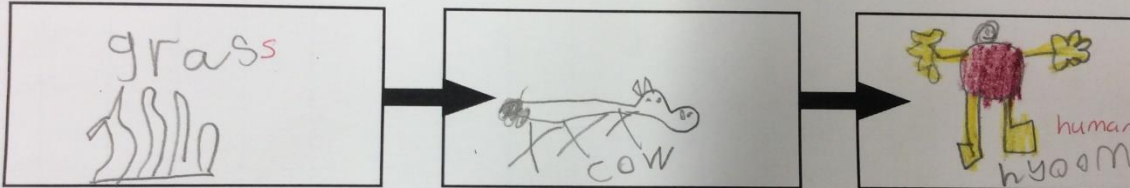


We thought carefully about different animals and how they are suited to the habitat that they live in.

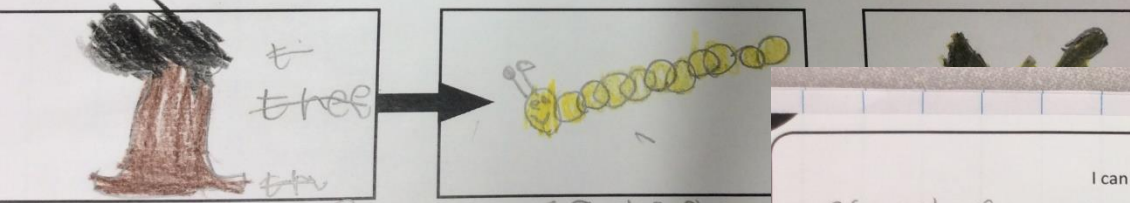
I can use a food chain to show how animals get their food.

Benny

Draw two food chains in the spaces below. Which habitat would you find this food chain in?



Habitat: _____



abitat: the tree



Herbivores only eat plants.
Carnivores only eat meat.
Omnivores eat both plants and meat.

We talked about how animals get their food and investigated simple food chains.

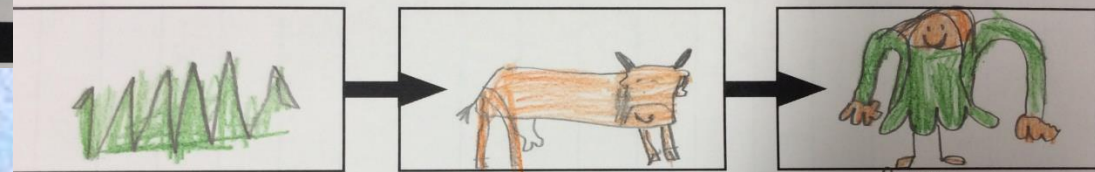
“Birds like to eat caterpillars.”

“Cows are herbivores because they just eat grass.”

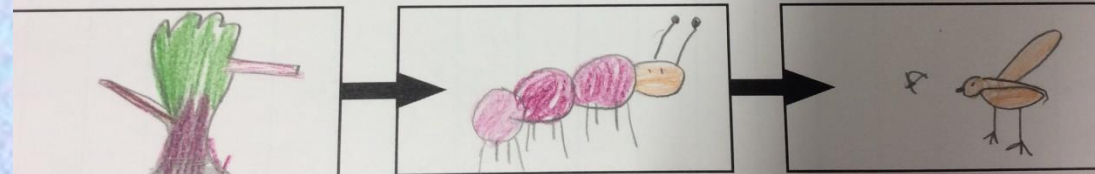
I can use a food chain to show how animals get their food.

Eva R. Seathurs

Draw two food chains in the spaces below. Which habitat would you find this food chain in?



abitat: _____



abitat: _____

twinkl planit logo and handwritten notes: "to help my partner" and "to help my partner"



Our Endpoint

To describe a habitat and the plants and animals that live in it.

Forever Facts

All living things have basic needs that must be met for them stay alive and healthy.

Animals need air, food and water in order for their basic needs to be met.

Plants need light, air, water and food in order for them to grow.

Some things were once alive, for example, dry leaves on the ground or a fossil.

Some things have never been alive, for example, anything made from metal, plastic or stone.

In a woodland habitat, we find squirrels, deer and many insects as well as oak trees and ferns.

In a coastal habitat, we find crabs, starfish and anemones in rockpools and seabirds like to nest in the cliffs.

Animals like walrus, Arctic hares and polar bears live in an Arctic habitat where it is very cold.

In a tropical rainforest habitat, we find jaguars, macaws and cacao trees.

Animals like lizards, toads, snakes and meerkats live in a desert habitat where there is very little grass or other kinds of plants.

In an ocean or marine habitat, we find many different types of fish and plants including sharks, crabs, dolphins, sea grasses and coral.

SMSC

Spiritual: Show a sense of enjoyment and fascination in our learning.

Moral: Understanding the consequences of our actions.

Social: Working together and demonstrating skills and attitudes that will allow them to contribute positively to life in Modern Britain.

Exciting books



Subject Specific Vocabulary

life process	The activities that must be done in order to survive.
habitat	A place that an animal or plant lives which provides food, water and shelter.
survival	To continue to live.
microhabitat	A habitat which is very small.
minibeasts	A small animal like an insect or spider.
adaptation	Changes over time that enable a plant or animal to survive.
food chain	The order in which living things depend on each other for food.
predator	An animal that hunts other animals for food.
prey	An animal that is hunted or caught for food, usually by another animal.
dependency	Relying on another for help or to provide what you need.

Skills

Make observations, ask and answer questions.

Identify and classify.

Record in different ways including labelled diagrams.

Begin to use scientific vocabulary.