

Working Scientifically

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

**Observing** closely using, simple equipment

**Perform** simple tests

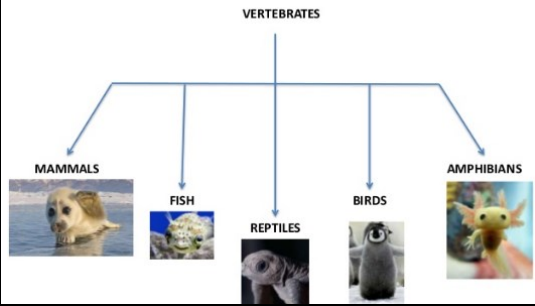
**Identifying** and **classifying**

Use **observations** and ideas to suggest answers to **questions**

**Gathering** and **recording data** to help in answering questions

What I should already know

The 5 main groups



Examples of habitats:

Woodland



Mountains



Rainforest



Ocean



Seashore



Polar Regions



Desert



Savannah / Grasslands



What I will know by the end of the unit:

To know that animals live in habitats to which they are suited.

To know the differences between things that are living, dead and things that have never been alive.

To explain how different habitats provide for the basic needs of different kinds of animals and plants and know how they depend on each other.

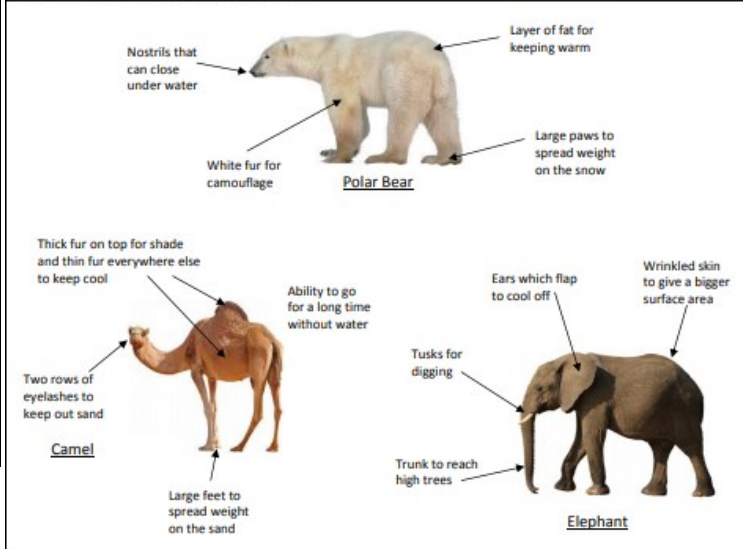
To identify and name plants, animals and their habitats, including micro-habitats.

To know where animals get their food and name sources of food.

Key Vocabulary:

<b>living</b>	Something that is alive.
<b>dead</b>	No longer alive.
<b>habitat</b>	Where animals live.
<b>micro-habitat</b>	A small scale habitat within a larger habitat (e.g. a leaf on a tree).
<b>food chain</b>	A chain that starts with a producer and shows the way food is consumed
<b>carnivore</b>	A living being that only eats meat
<b>herbivore</b>	A living being that only eats plants
<b>omnivore</b>	A living being that eats both meat and plants
<b>producer</b>	A producer (usually a plant) is eaten by a consumer.
<b>consumer</b>	An animal that eats the producer.

How are different animals adapted to their habitats?



We can also decide whether things are living, dead, or never alive.



**Food chain** - A food chain shows how living things are linked through their food. It starts with a plant.

