National Curriculum Objectives	Vocabulary for this unit	Resources needed	Key Concepts
Living Things and Their Habitats >Explore and compare the differences between things that are living, things that are dead, and things that have never been alive >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, and how they depend on each other >identify and name a variety of plants and animals in their habitats >Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food *Animals, including Humans* >notice that animals, including humans, have offspring which grow into adults >Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Habitat- *a natural environment or home of a variety of plants and animals* Living Dead Alive Plants Animals Offspring Adult Survival Identify Classify Rainforest Adapt Depend Food Chain Life cycle Organism Dependency Food web		● Life ● Matter ● Habitation Being Scientific

Key questions	Weaving Knowledge and Skills
How do we know if something is alive? What different habitats are there? Can you describe how an animal has adpated to its habitat? What is a microhabitat? What are the 5 animal groups? Can you describe the butterfly life cycle? Name a food chain from the rainforest.	**Observing Closely** *Can they use see, touch, smell, hear or taste to help them answer questions? *Can they use some science words to describe what they have seen and measured? *Can they compare several things? Challenging-*Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting? **Identifying and Classifying** *Can they organise things into groups? *Can they find simple patterns? (or associations)? *Can they identify something by a specific criteria? Challenging-*Can they suggest more than one way of grouping and explain their reasons? **Recording Findings** *Can they use text, diagrams, pictures, charts, labels to record their observations? Challenging-*Can they use information from books and on-line to find things out? **Performing Tests** *Can they carry out a simple fair test? *Can they explain why it might not be fair to compare two things? *Can they say whether things happened as they expected? *Can they suggest how to find things out? *Can they use prompts to find things out? Challenging-*Can they say whether things happened as they expected and if not, why not?

Sessi on	LO	Teaching input	Independent/Application	SLC opportunities
1	General Intro >identify and name a variety of plants and animals in their habitats >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, and how they depend on each other	ZOOLAB RAINFOREST ANIMAL EXPERIENCE 2 x 45min sessions with real Rainforest Animals Rainforest Roadshow: Children get to go on a journey through the rainforest - with real rainforest animals and with a ranger who really knows the rainforest inside out. It's all about experiencing the drama of the rainforest - from the dark forest floor to the dizzy heights of the emergent layer! Children will learn about plants and get to meet a range of animals from ground-dwelling snails, 'travelling' snakes and canopy-dwelling tree frogs! They'll get to learn all about the layer(s) in which they live, who and what they eat, and all about life in the steamy tropics. And they'll learn about rainforest location, rainfall and weather – and rainforest destruction. WILF:I can name some rainforest animals and plants and talk about how they are adapted to their habitat and how they depend on each other.	listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas
2	Living/Dead >Explore and compare the differences between things that are living, things that are dead, and things that have never been alive Working Scientifically: >Asking simple questions and recognising that they can be answered in different ways	Living, non living never been alive Go through the bbc bitesize video and power point that teaches the children about what things need to stay alive (MRS GREN) and about things that have NEVER been QS>How do we know when something is alive or dead? >How do we know if something has never been alive? Work as a class to use the sorting circles to sort the living and non living and the non living and dead. Discuss why for each one using MRS GREN https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zs73r82#zcdf34j	LO >Identifying and classifying SEN/LA I can sort into living/dead/never alive and describe how I know with adult support LMA/HMA I can sort into living/dead/never alive into a table independently HA/GT I can sort into living/dead/never alive independently and explain the reasons behind my decisions ACTIVITY: Pupils work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording findings using a simple chart. They should describe how they decided where to place things, exploring questions and talk about ways of answering their questions. Extension: Chn add their own ideas into the table. (Sheet in science resources folder) Steps to Success: >Describe and discuss the categories. >Sort given objects into categories and give reasons for our choice. >Come up with our own examples to add to the categories.	listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas

3	: <u>Basic Needs</u> >Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I can describe a habitat and identify the animals that live in it.	<u>World Habitats</u> Show a picture of a rainforest animal and a human. DISCUSS what is the same/what is different about them. Ensure chn understand that humans are animals too by the end of the discussion. Decide if they are living, dead or has never been alive using MRS GREN. What does survival mean? https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zx38wmn Which of this criteria do the chn think are the most basic needs for survival and why? Do the animal and human both need these things? Whatdo animals need to survive? Reiterate the fact that humans are animals too. Discuss what pets chn have at home. Go though the power point that teaches the children about the 4 main habitats and what animals live their, what the weather is like and how the animals survive there	LO: SEN/LA I can identify the needs of animals and understand the importance of the basic needs for survival with support LMA/HMA HA/GT I can identify the needs of animals and understand the importance of the basic needs for survival <u>ACTIVITY:</u> Children to draw a habitat of their choice and write about an animal that survives there	listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas
4	<u>Plants/Animals & Dependency</u> >identify and name a variety of plants and animals in their habitats >Identify that most living things live in habitats to which they are suited <u>Working Scientifically:</u>	<u>Microhabitats</u> Recap previous learning on the different habitats that there are and what lives their. Watch the animal adaptation video that teaches the children about how animals bodies make it suitable to live in certain places and not in others. Then click on the rainforest habitat part of the website. Recap over the different layers and what lives there. Why are they suitable? How have they adapted? Then do the same for the Amazon River, discuss what lives there and why.	LO: I am learning to identify and name animals that like in a habitat and microhabitat <u>ACTIVITY:</u> children to choose a microhabitat from the rainforest, draw, describe an animals and how it has adapted to live their. <u>Extension:</u> Add other animals into table using information from non-fiction books <u>Steps to Success:</u> >draw micro habitat Label animals that live their Habitat Describe how one has adapted	listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas

	>Identifying and classifying	https://www.dkfindout.com/uk/animals-and-nature/habitats-and-ecosystems/		
5	Plants/Animals & Dependency >identify and name a variety of plants and animals in their habitats >Identify that most living things live in habitats to which they are suited	Adaptation and Rainforest animals Go through the power point with the children and show them a variety of different rainforest animals. Talk about how their various body parts makes them suitable for living in the rainforest in certain layers. Talk about pervious learning from year 1, can they remember the 5 groups that we categorise animals into? Remind them by showing them the power point. Can they work as a class to sort out some rainforest animals into the 5 groups. Encourage the children to explain how they know	LO: I am learning why animals have adapted to the rainforest I am learning to put these animals into the 5 main animal groups Activity Using photos get the children to sort them into amphibians, reptiles, mammals, fish or bird	listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas
6	: Offspring/Growth >notice that animals, including humans, have offspring which grow into adults	Animals and their young in the rainforest Look at powepoint 'Life Cycles' in science resources folder. Ensure chn discuss how each animal grows and that they understand that the whole process works in a cycle. Recap over animals that look like their young and others that don't. Teach the children about some rainforest animals and the young that they have. Look at life cycles and that of the red Eyed Tree frog	LO SEN/LA I can match some adult animals to their offspring and understand a simple lifecycle with support LMA/HMA I can match most adult animals to their offspring and talk about a few simple lifecycles HA/GT I can match all given adult animals to their offspring and talk about given simple lifecycles ACTIVITY 1 Match adults to their offspring and talk about how they are different Activity 2 Cut out pictures and captions to make life cycle of a tree frog Steps to Success: >Draw the adult >Draw the correct offspring >Draw and label the life cycle of the tree frog and talk about the changes	listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas
7	. Food/Dependency >Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name	Rainforest food chains Look at powerpoint 'Food chains' in science resources folder. When you get to the 'What is a foodchain?' slide discuss with the chn that the plants and animals living in a particular habitat are often dependent on one another. Some animals eat plants, and so if suitable plants were no longer available in the	LO: SEN/LA I can sort three animals into a simple food chain and explain it. LMA/HMA I can create 2 food chains with 3 parts and can describe them. HA/GT I can describe and create food chains using words like predator and prey. ACTIVITY: Children will sort pictures to make a food chain Orchid-butterfly-toucan- jaguar Banana-monkey-ocelot Nuts-chimp- jaguar	listen and respond appropriately to adults and their peers >ask relevant questions to extend their understanding and knowledge >use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas

	different sources of food *NON STATUTORY: study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals.*	habitat the animal might go hungry. *What could the animal do in that case?* Try eating a different plant or move to a place where the original plant was still growing. Some animals eat other animals, so again if the animals they eat as food no longer live in the habitat those animals might also be hungry. *What could they do in that case?* Try eating other similar animals, eat plants or move to a place where their favourite food is still living. Model and explain a simple food chain. Model using the words predator and prey. Ask the children in pairs to describe a food chain using this language. Show the children different animals on the powerpoint. Can they create a food chain? Ask the children to think about the animals that other animals might eat….they have to be able to hunt for them and catch them so it has to be smaller. Discuss the role of plants in giving food to start certain food chains. Discuss what would happen if you had an increase or a decrease of a certain animal in a food chain? Would other animals increase? Discuss food webs when there is more than 1 animal eating another animal. PLENARY: http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm	Tree tamarin – ocelot <u>Extension:</u> label using the terms producer, herbivore, omnivore, carnivore **Steps to Success:** >Choose which plant/animal goes where >Draw and label in your book >label with producer/herbivore/omnivore/carnivore	