



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Medium Term Planning Creative Learning Journey

Year Group: KS1	Topic: Living things and their habitats	Term: Summer 2
National Curriculum Links (Ref: NC 2014)		
<p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, 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, including microhabitats • 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 		
Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 1: I can identify the life processes that are common to all living things.</p> <p>Working scientifically: I can explore and compare the differences between things that are living, dead, and things that have</p>	<p>Show image of a cardboard box, a baby and a tree. Which is the odd one out? How do you know? TTYP (Assessment)</p> <p>The box is the odd one out because it is not alive. But how do we know if something is alive? Plants and humans are alive. What do we do that lets us know we are alive? TTYP</p> <p>Explain to the children all living things do certain things to stay alive (life processes). Animals, including humans, do these things. Plants do too,</p>	<p>LA/SEND: Children use word bank and images to write the life processes</p> <p>MA/HA: Children write Mnemonic 'Mrs Gren'</p> <p>Template for children who need it.</p>



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<p>never been alive by thinking about life processes.</p>	<p>although they do them in different ways. We remember these things by thinking about Mrs Gren. Create whole class Mnemonic.</p> <p>Explain all living things can move. Show examples of animals and plants moving – A sun flower moves to turn its face towards the sun. A hare runs to escape from danger.</p> <p>All living things can respire (breathe) e.g. mammals breathe through their nose and mouths. Plants take in and give out gases through leaves.</p> <p>All living things can use their senses. Animals use their senses to see, hear, taste, touch and smell the world around them. Plants can also detect changes in the environment (show image of mimosa plant that curls up when you touch it).</p> <p>All living things grow. Show images of ocean mola starting life as an egg. It grows to 1000kg – the same size as a bull. Bamboo can grow up to 3cm every hour.</p> <p>All living things reproduce (have young) Show image of a wolf spider carrying babies on her back. Show image of seeds. Each seed contains a tiny miniature plant ready to grow.</p> <p>All living things excrete(get rid of waste). Ask chn how do you get rid of waste products from your body? Explain that plants also need to excrete. Left over gases and water leave plants through their leaves.</p> <p>All living things must eat. Some animals eat plants, and some eat other</p>	<p>Plenary</p> <p>Write Mrs Gren on board. Can chn tell you each life process?</p>
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	<p>animals. Green plants make their own food using the energy from the sun.</p> <p>https://www.youtube.com/watch?v=Us3WOzgSWLM Show video. Pause and ask chn to answer the questions.</p> <p>Task 1: Show images of various living/non-living things. TTYP Which of these are living? Which are non-living? How can you tell? (Let's use Mrs Gren to help us)</p> <p>Explain to chn many non-living things have never been alive but some of them were once part of a living plant or an animal.</p> <p>Task 2: Show images of dead and never alive things. Ask the chn which of these non-living things are dead and which were never alive? TTYP</p> <p>Explain to chn things made of materials like metal, rock, plastic, glass and sand have never been part of a living thing. Dead things are things are non-living but used to part of a living thing.</p>	
<p><u>Lesson 2:</u></p> <p>I can identify and name the animals and plants within British habitats</p>	<p>Recap – Popcorn the things all living things need to stay alive</p> <p>Remind chn that we are all alive and humans and all other animals and plants are living things.</p> <p>To stay alive and healthy, you and all other living things need certain</p>	<p><u>LA/SEND</u></p> <p>Chn cut and stick images of plants and animals into the correct British habitat</p>



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<p>Working scientifically: I can identify and classify animals and plants and sort them into the British habitat they live in.</p>	<p>conditions that allow us to live. We need food and water, space to move, grow and have young, Air and oxygen to breathe and shelter for safety.</p> <p>Show some images of familiar habitats and ask what the pictures show. Can they guess which animals might live there?</p> <p>Explain to chn a habitat is a place where animals and plants live, where they can find everything they need to stay alive.</p> <p>What is your habitat? TTYP</p> <p>Ask: Where do you live? What living things live and grow there? How does your habitat keep you safe and sheltered? How does your habitat provide food and water? How does your habitat provide space for you to move and grow?</p> <p>Explain to chn Humans are unique because we can make big changes to our habitats to make sure we have everything we need. How do humans change their habitats? (Build roads, pipes, houses, grow our own food)</p> <p>Explain to chn plants and animals can't make big changes to their habitats like us. They rely on the environment around them to give them everything they need. This means they have to live somewhere that has the right conditions to help them to stay safe. Because different places have different conditions the plants and animals that live there are different too.</p> <p>Today we are going to learn about different types of British habitats</p>	<p><u>MA</u></p> <p>Chn draw and label the animals and plants found in the 4 different types of British habitat</p> <p>HA</p> <p>Chn read fact files. Chn draw and a label living thing from each habitat and write how they survive in the habitat</p> <p><u>Challenge</u></p> <p>Ask questions about animals and habitats e.g can the same fish live in a pond and in an ocean?</p> <p>Plenary</p> <p>Come back to the carpet. Chn to show their habitat chn to compare their habitats. What are the similarities? What are the differences?</p>
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	<p>We (Humans) live in an urban habitat. Urban habitats are areas with lots of buildings for people to live and work in. Flowering plants like daisies, dandelions and buttercups grow. Insects, slugs and snails live among the plants. Some animal get their food from the trees and hedges that grow in cities (squirrels and birds). Some animals get their food from people who leave them behind (rats, foxes, pigeons)</p> <p>Show chn woodland habitat. Which plants/animals might live here? Where is the shelter and safety? (The fallen leaves give shelter for creatures like worms, slugs and snails.) Where is the food and water? (Fruit and seeds from trees provide food for small mammals like mice bats and squirrels).</p> <p>Show images of Ponds – Which living things might live here? Where can the food/water be found? Where is the shelter and safety? Plants provide food and shelter for worms and slugs etc. Amphibians eats small creatures. Birds also live near water.</p> <p>Show imges of Coastal habitats - The plants here have adapted to grow in salty, windy conditions (samphire). Creatures survive in rock pools (crabs and starfish).</p> <p>Task 1</p> <p>Give out factfiles. Ask chn to use them to sort the living things into their correct habitat.</p>	
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	Give chn images of a range of different animals. Ask them to sort them into the 4 British habitats. Discuss with chn how basic needs of the animal/plant are met in the habitat. Be aware some living things can survive in more than one habitat – discuss this with chn.	
<u>Lesson 3:</u> I can investigate the preferred micro-habitats of minibeasts I can gather and record data to help in answering questions by investigating the preferred habitat of minibeasts.		<u>LA/SEND:</u> <u>MA:</u>
<u>Lesson 4:</u> Adaptation <u>Working Scientifically:</u>		<u>LA/SEND:</u> <u>MA:</u>
<u>Lesson 5:</u> <u>Working Scientifically:</u>		
<u>Lesson 6:</u> I can write a fact file about living things and their habitats		<u>LA/SEN:</u>



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Applied Write Opportunities:

Key Vocabulary:

Tier 2: