

Leintwardine Endowed CE Primary School Learning Journey Itinerary

‘Letting Our Light Shine’

SUBJECT : Science

YEAR : A

TERM : Summer 1

YEAR GROUPS : 1 / 2

Key Question: Why do animals choose to live where they do?

Previous Knowledge – We would expect children to already be able to: During the EYFS, children will have explored the natural world around them, noticing the different living things within it. They will have explored their local environment and compared it to environments that are different to the one they live.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

- Say what is different about things that are living, dead or have never been alive.
- Identify some of the plants and animals in a familiar habitat.
- Sort objects into categories.
- Find microhabitats.
- Describe the conditions in a habitat.
- Ask questions about different habitats.
- Describe the characteristics of some plants and animals.
- Name some sources of food.

Most children will show that they have reached the **expected** level because they can:

- Explain some of the life processes.
- Ask questions to decide if a thing is living, dead or has never been alive.
- Identify some plants and animals in global habitats.
- Draw a map of a local habitat.
- Sort objects into categories and give reasons for their choices.
- Identify and name minibeasts in microhabitats.
- Gather and record information.
- Suggest how an animal is able to survive in their habitat.
- Answer questions about habitats they have researched.
- Explain why the animals in a habitat need the plants.
- Draw a simple food chain.

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

- Identify a variety of plants and animals in a range of habitats.
- Choose their own objects to go into given categories.
- Use information they have gathered to suggest an answer to a question.
- Suggest why the plants in a habitat need the animals.

ASSESSMENT OPPORTUNITIES

Children will be questioned throughout to check their understanding. Activities will be completed that give the children the opportunity to demonstrate their understanding.

ENRICHMENT OPPORTUNITIES Helping children to remember more

Taking our learning into our local environment to observe different habitats in our locality.
Completing a minibeast microhabitat survey.

SUBJECT SPECIFIC VOCABULARY

Living, dead, life processes, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, breathe, environment, waste, habitat, classify, urban, woodland, pond, coastal, microhabitats, minibeasts, conditions, survive, tropical rainforest, arctic, ocean, desert, weather, dependency, safety, shelter, source of food, nutrition, food chains, carnivores, herbivores, omnivores, producer, consumer, predator, prey.

CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.

Geography – physical and human features of an environment.
Maths – using pictograms