



# Living things and their habitats

How many living creatures can you find in our school grounds? Would you find the same creatures there in the winter?

Bring a few creatures into class and carefully draw and label their body parts. Can they be sorted using a Carroll diagram?

I am going to find out where woodlice prefer to settle by putting them carefully in a choice chamber and observing their navigation over time. I will also take care of the creatures in the choice chamber and do my best to return them at the end of the test to their correct habitat.

Can I work scientifically, by using and making a guide, to explore and identify plants and animals in my local community?  
Can I raise and answer questions based on my observations?

Can I use classification keys to help group, identify and name a variety of living things in the local and wider environment?

Big Question  
Are habitats there for ever why?

If scientists can sort animals into groups, can plants be sorted into different groups too?  
*Investigation what do squirrel's eat?*

Can I recognise that environments can change and sometimes pose dangers to living things? What positive or negative impacts can human invasion have on a habitat?

## Assessment Question / Task

The class should debate whether a dam should be built to provide water to a thirsty town, taking into account the impacts, both positive and negative, upon the valley which will be flooded.

## Key Vocabulary

I will use

Classification, key, vertebrate, invertebrate, hydrostatic skeleton, amphibian, fish, reptile, bird, mammal, impact, habitat, environment, endangered, extinct, conservation, wildlife.

## What to revisit?

Living things and their habitats Year 2  
Plants Year 2 & 3

## Vertical Threads

Settlement, navigation, explore, invasion, community,