

# Science

Big Idea: Place						
ASPECT: Habitats						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p><u>Working scientifically:</u> Use their observations and ideas to suggest answers to questions.</p> <p>Identify and classify.</p> <p><u>Seasonal changes</u> Observe changes across the four seasons.</p>	<p><u>Working scientifically:</u> Use their observations and ideas to suggest answers to questions.</p> <p>Identify and classify.</p> <p><u>Living things &amp; their habitats</u> Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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.</p> <p><u>Plants</u> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Animals, including humans</u> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p><u>Working scientifically:</u> Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p><u>Rocks</u> Recognise that soils are made from rocks and organic matter.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p>	<p><u>Working scientifically:</u> Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p><u>Living things &amp; their habitats</u> Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p><u>Working scientifically</u> Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><u>Working scientifically</u> Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><u>Living things &amp; their habitats</u> Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p><u>Evolution &amp; inheritance</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>

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Skills	Observe the local environment throughout the year and ask and answer questions about living things and seasonal change.	Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there	Describe how environments can change due to natural influences and how living things need to be able to adapt to these changes.	Describe how environments can change due to human and natural influences and the impact this can have on living things.	Research and describe different farming practices in the UK and how these can have positive and negative effects on natural habitats.	Research unfamiliar animals and plants from a range of habitats, deciding upon and explaining where they belong in the classification system.
Knowledge	The local environment is a habitat for living things and can change during the seasons.	Local habitats include parks, woodland and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains. All living things live in a habitat to which they are suited and it must provide everything they need to survive.	Environments are constantly changing due to natural influences, such as seasons, extreme weather, population changes and availability of food. Living things must adapt to these changes in order to survive.	Humans can affect habitats in negative ways, such as littering, pollution and land development, or positive ways, such as garden ponds, bird boxes and wildflower areas.	Farming in the UK can be divided into three main types: arable (growing crops), pastoral (raising livestock), mixed (arable and pastoral). Intensive farming in the past has resulted in the loss of habitats.	Living things are classified into groups, according to common observable characteristics and based on similarities and differences.
Topic / Coverage	The Enchanted Woodland	Beachcombers	Tremors	Blue Abyss	Weekly science – plants	Weekly science – evolution and adaptation