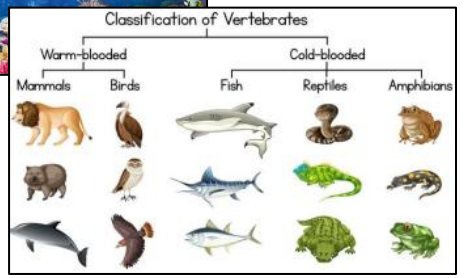
Living Things And Their Habitats!

Subject Specific Vocabulary

habitat	a place where living organisms live
organism	any living thing, plant or animal
microhabitat	a small area within a larger habitat
ecosystem	a community of living things
conditions	all the things that surround a living thing, such as the weather and the terrain
adapted	changed to suit an environment
camouflage	a way of blending or hiding in your surroundings
environment	the conditions that are all around
classify/classification key	to arrange things in groups according to shared characteristics a series of questions that help to identify a species
species	a grouping, or kinds of animals with similar characteristics
invertebrate	an animal without a backbone, or spine
vertebrate	an animal with a backbone, or spine
mammal	a warm-blooded vertebrate that has fur/hair, gives birth to live young and produces milk
amphibian	a cold-blooded vertebrate animal that typically lives part of its life in water and part on land
reptile	an air-breathing, cold-blooded vertebrate with scaly skin and lays soft-shelled eggs
fish	a limbless cold-blooded vertebrate animal with gills and fins living in water
bird	a warm-blooded egg-laying vertebrate which has feathers, wings, a beak and can sometimes fly
flowering plant	a plant that produces flowers
non-flowering plant	a plant that does not produce flowers



By the end of this unit I will know...

- What habitats are.
- How animals are adapted to suit their habitat.
- About UK habitats and species that live there.
- How animals can be grouped.
- How to create a simple classification key.
- How the same species can be different from each other.
- Abut the types of plants found in a pond environment.

What do I already know?

In KS1 I learned about: (see planning)

- Food chains
- What habitats are
- Different habitats and living things found in them
- Comparing living, dead and things that have never lived
- Hot and cold places
- Changes that happen

Links to the NC:

Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Identifying differences, similarities or changes related to simple scientific ideas and processes.

Recognise that living things can be grouped in a variety of ways
Explore and use classification keys to help group, identify and name a variety of livings things in their local and wider environment.

Recognise that environments can change and that this can sometimes pose dangers to living things.