



STRAND – LIVING THINGS AND THEIR HABITATS

<u>National Curriculum Objectives</u>	<u>Fordbridge suggestions</u>
EYFS They talk about the features of their own immediate environment and how environments may vary from one another.	
YEAR TWO • 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	• classify items as living things, things which were alive and things that were never alive. • Understand that plants are living things. • Know some of the characteristics of living things - MRS GREN • Describe the difference between animals and plants
• YEAR FOUR • 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 living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things	• Using and making keys • Use a key to identify an unknown plant or animal • Understand how keys are constructed • Create a key to identify a number of plants or animals • Classification of animals - vertebrates and invertebrates • Describe the classification of vertebrates into fish, amphibians, reptiles, birds, and mammals • Identify the characteristics of each class • Correctly place unfamiliar vertebrates into one of these classes • Describe the classification of invertebrates into snails/slugs, worms, insects, crabs and spiders • Plants and animals in the locality • Identify, using support materials where necessary, the common animals and plants in the local area



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	- Recognise that these animals and plants vary widely but that they can be sorted into different groups - recognise that environments can change and that this can sometimes pose dangers to living things.
YEAR FIVE - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals	Reproduction in plants - Recognise that flowering plants produce seeds from their flowers which grow into new plants - Describe the life cycle of flowering plants including pollination, fertilisation, seed production, seed dispersal and germination - Describe the structure of a flower, naming the main parts of the flower Sexual and asexual reproduction in plants - Describe different ways of growing new plants other than using seeds - Know the difference between asexual and sexual reproduction in plants Animal life cycles- birds and mammals - Know that all animals have a life cycle that includes being born, developing into an adult, reproducing, and eventually dying - Know that life cycles vary from one class to another - Research the life cycle of an unfamiliar bird and an unfamiliar mammal Animal life cycles - insects and amphibians - Describe the changes that occur during the growth and development of insects and amphibians - Compare the life cycles of an insect and an amphibian in simple terms - Know that insects and amphibians undergo metamorphosis
YEAR SIX - 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 - give reasons for classifying plants and animals based on specific characteristics	The classification system for living things - Name the five kingdoms of living things - Describe the characteristics of different vertebrate and invertebrate groups Biodiversity - Understand that there is a great variety of living things - Understand the term biodiversity



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	• Know about some of the threats to biodiversity, including the threats posed by humans • Microorganisms • Know that micro-organisms living things that are often too small to be seen with the naked eye • Know that whilst some micro-organisms bring about disease many others are useful • Create a key to identify microorganism classes • Investigating yeast • Observe the growth of yeast and the waste products of yeast • Investigate the things yeast needs to grow • State some of the uses for yeast •
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