



## Living Things and Their Habitats

### Vocabulary

**amphibian:** an animal with an internal skeleton that lives both in and out of water.

**bird:** an animal that flies and has an internal skeleton.

**centipede:** an animal with one leg to each body segment.

**classify:** to group things so that they can be identified.

**fish:** an animal with an internal skeleton that lives in water and has gills.

**flowering plant:** one that produces pollen and seeds.

**habitat:** the place where something lives.

**insect:** an animal with six legs.

**invertebrate:** an animal without a backbone.

**key:** a series of questions that helps identify or group / classify things.

**mammal:** an animal that gives birth to live young.

**organism:** a living thing, animal or plant.

**reptile:** an animal with an internal skeleton that lays eggs, but lives on land.

**vertebrate:** an animal with a backbone.

### We are learning to:

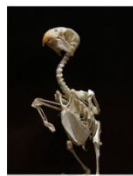
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

### WORKING SCIENTIFICALLY

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.



What are the similarities and differences between these animal skeletons?  
Can you guess what these animals are from their skeletons?



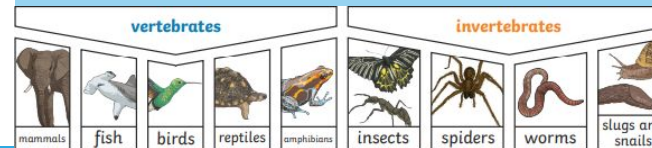
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### OVERVIEW

This topic teaches the children to recognise that living things can be grouped in a variety of ways. They explore and use keys to identify and name a variety of living things. Finally, they look at how changes to habitats can pose dangers to living things.

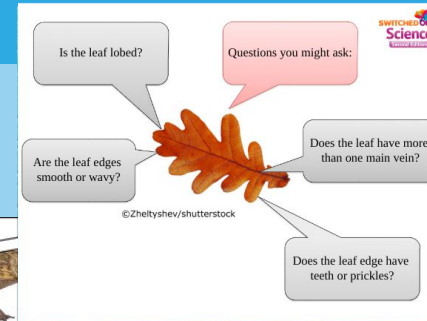
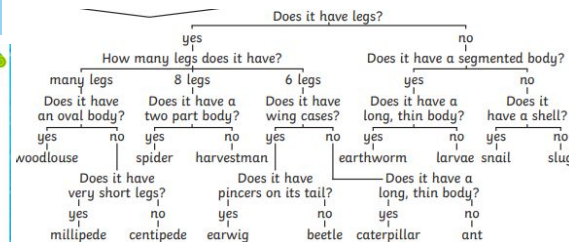


### PRIOR LEARNING

- That living things can be animals or plants.
- That a natural environment or the home of a variety of plants and animals is called a habitat.
- That living things can be divided into groups.
- The basic features of common animals and plants.
- That living things can be grouped based on their external features.

### CLASSIFICATION KEYS

- A set of yes or no questions about the characteristics of living things.
- They are used to group and sort animals and plants.
- Answer the questions and follow the lines depending on whether the answer is yes or no.



### LET'S THINK LIKE SCIENTISTS

- Can you find out why spiders aren't insects?
- How could you find out what the most common insect was on your school field?
- What are the main differences between a reptile and an amphibian?



### ENVIRONMENTAL CHANGE

Changes to an environment can be natural or caused by humans. Changes to an environment can have positive as well as negative effects.

Earthquakes, storms, floods, droughts, wildfires, the seasons, deforestation, pollution, urbanisation, the introduction of new animal or plant species to an environment, creating new nature reserve.

