

Learning Progression: Living Things and their Habitats

	<u>Nursery</u>		<u>Reception</u>		<u>Year One</u>		<u>Year Two – Living Things and their Habitats</u>	
Objectives Covered	<ul style="list-style-type: none"> Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and animal Begin to understand the need to respect and care for the natural environment and all living things 		<ul style="list-style-type: none"> Explore the natural world around them Describe what they see, hear and feel outside Recognise some environments that are different to the one which they live Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen <p>ELG</p> <ul style="list-style-type: none"> Explore the natural world around the making observations and drawing pictures Know some similarities and differences between the world around them and contrasting environments, drawing on their experiences and what has been read in class 		<ul style="list-style-type: none"> Seasonal changes, plants and animals Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense Identify and describe the basic structure of a variety of common flowering plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores 		<ul style="list-style-type: none"> 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 Observe and describe how seeds and bulbs grow into mature plants 	
<p>Vocabulary</p> <p>Red – statutory Blue – non-statutory Black - additional</p>	<p>plant seed animal animal (and animal names) flower (plant names from local environment)</p>	<p>see hear feel animal (and animal names) change same different grow bigger taller plant flower</p>	<p>fish amphibian reptile bird mammal carnivore herbivore omnivore sense body human wild garden deciduous evergreen plants trees</p>	<p>pet head neck arms elbows legs knees face ears hair mouth teeth growth flower leaves</p>	<p>blossom petals fruit roots bulb seed trunk branches stem tail beak hoof paw fin scales</p>	<p>living dead never been alive habitats depend microhabitats food chain sources of food</p>	<p>healthy seashore woodland ocean rainforest arctic shelter</p>	
Skills	<ul style="list-style-type: none"> Learn new vocabulary Understand and ask ‘why’ questions about living things and their environment 		<ul style="list-style-type: none"> Learn new vocabulary and use it in different contexts Articulate their ideas and thoughts in well-formed sentences. 		<ul style="list-style-type: none"> Learn new vocabulary and use in different contexts Ask questions about plants, animals and humans 		<ul style="list-style-type: none"> Learn new vocabulary and use in different contexts Ask questions about living things and their habitats 	

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	<ul style="list-style-type: none"> • Talk about and make observations of living things and their environment, using taught vocabulary • Talk about ways to keep healthy and safe. • Comment on similarities, differences, patterns and change • Know about similarities and differences between animals, themselves and others • Use photographs to answer questions about their life history • Use senses to explore own environment 	<ul style="list-style-type: none"> • Ask questions to find out more and to check what has been said to them • Make comments about what they have heard and ask questions to clarify their understanding • Make comments and observations of living things and their environment using taught vocabulary • Observe and find out about living things using first-hand experience and books • Make comments about living things based on their experiences and what has been read to them • Describe living things and observations in some detail. • Discuss observed similarities and differences about living things • Using drawings to show observations and understanding 	<ul style="list-style-type: none"> • Observe closely using magnifying glasses • Identify, group and classify plants and animals • Use observations to suggest answers to questions • Use observations to compare and contrast • Observe and record how plants change overtime 	<ul style="list-style-type: none"> • Observe closely using equipment • Identify and classify things that are dead, living or never been alive • Using observations, suggest ideas to answer questions about living things and their habitats • Construct diagrams and food chains • Research habitats • Gather data
Activities	<ul style="list-style-type: none"> • Nursery garden opportunities • Visit from staff's pets • World celebration week 	<ul style="list-style-type: none"> • Looking at bears, insects and fish • Lifecycle of chicks and ducks • Food tasting • Grow a hyacinth from a bulb • Grow a beanstalk from a seed. • Class allotment 	<ul style="list-style-type: none"> • Dagenham park visit (regular visit over the year) • Rainham Marshes trip • Grow sunflower from a seed – conditions for growth experiment • School allotment 	<ul style="list-style-type: none"> • Tin Forest book unit of work • Croc and Bird book unit of work • Shoe box habitats • Class wormery • Eastbrook End school trip • Visit from the bug man