

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP
LIVING THINGS AND THEIR HABITATS (1)	- 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 basic needs. - Identify and name a variety of plants and animals in their habitats, including microhabitats.	TIER 2 (Academic): Classify, compare, identify, evidence, environment, change, feature, criteria. TIER 3 (Topic Specific): Living, dead, never been alive, suited, suitable, basic needs, habitat, microhabitat, adapted, survival, woodland, pond, desert, rainforest, savannah.	Pond dipping expedition.
PRIOR LEARNING	Y1 Basic animal identification, common wild/garden plants, basic seasonal environment changes.		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	How can we tell if something is living, dead, or never been alive?	What is a habitat and how does it provide for basic needs?	Which minibeasts live in our local microhabitats?	How are animals adapted to survive in desert habitats?	How do polar animals stay warm in Antarctic habitats?	How do environmental changes affect living things in habitats?
LEARNING OBJECTIVES	To classify objects as living, dead, or never been alive.	To identify features of woodland/pond habitats that meet needs.	To observe and classify organisms found in microhabitats.	To research animal adaptations to hot, dry desert habitats.	To research animal adaptations to frozen ocean/land habitats.	To evaluate environmental change impacts on living organisms.
ACTIVITY WORKING SCIENTIFICALLY SKILLS	CLASSIFYING: Sort objects (twig, bone, rock, plastic toy, potted plant) into Living, Dead, Never Alive.	OBSERVING & RESEARCHING: Explore pond/woodland habitats. Match resident animals to shelter/food sources.	OBSERVING & RECORDING: Microhabitat hunt (under logs, in soil, in bushes). Record minibeasts on tally sheets.	RESEARCHING: Use secondary sources to research camel/fennec fox adaptations (humps, large ears, pale fur).	RESEARCHING: Investigate blubber, thick fur, and white camouflage in polar bears and penguins.	PATTERN SEEKING: Model habitat damage (litter, drought) and analyze impact on resident living things.
ASSESSMENT	Categorize items into 3 living state groups correctly.	Explain how a specific habitat provides food, water, and shelter.	Identify minibeasts in microhabitats.	Describe 2 adaptations helping animals survive in deserts.	Explain how blubber and fur aid polar survival.	State how environmental changes hurt local wildlife.

END POINT ASSESSMENT	Pupils categorize items into living, dead, or never alive. They identify local and global habitats/microhabitats, naming resident organisms and explaining structural adaptations for survival.					
HIGHER ORDER QUESTIONS	Why is paper classed as 'dead' while plastic is 'never alive'?	Why do different animals need different habitats?	Why do minibeasts choose damp, dark microhabitats under logs?	Why wouldn't thick fur be useful in a desert?	Why don't penguins freeze when swimming in icy water?	How can humans protect habitats from harmful changes?
FURTHER OPTIONAL QUESTIONS BIG QUESTIONS FOR DISPLAY	- Is a wooden chair living, dead, or never alive? - Why couldn't a polar bear survive in a desert? - What makes a fallen leaf different from a plastic leaf?					
INCLUSION & ADAPTATION	3 physical sorting hoops labeled with visual icon cards.	Habitat photo matching: Match duck to pond, squirrel to tree.	Magnifying bug pots with visual minibeast spotter cards.	Tactile sand tray with toy desert animals and visual feature cards.	Ice water tub testing with "blubber glove" (lard layer bag).	Before/After habitat photo cards showing clean vs polluted spaces.
GREATER DEPTH	Research life processes (MRS GREN) to justify complex classifications.	Compare basic needs provision across contrasting global habitats.	Construct a microhabitat matrix comparing light/humidity conditions.	Create an adapted creature designed for an imaginary hot planet.	Compare insulation efficiency of blubber vs feathers vs fur.	Design a conservation plan to preserve a local microhabitat.