



Key knowledge:

How can you tell if something is alive?	
Things can be categorised as either alive, dead or never lived.	
For something to be living it:	Needs to move, reproduce, grow and need nutrition to survive.
Move	When animals can run, birds can fly and flowers turn towards light.
Reproduce	When living things have offspring. When animals have babies and plants have seeds which turn into new plants.
Grow	When things get bigger and older. When babies grow into adults and seedlings grow into bigger plants.
Need nutrition to survive	Where food is used to provide energy e.g. humans get energy from food, animals eat plants or other animals and green plants make their own food.
Types of habitats	
Most living things live in an environment that they are suited to. This is their habitat	
Example of an animals in a cold habitat	Polar bear - thick white fur to keep warm and camouflaged in the snow.
Example of an animals in a hot habitat	The Desert Rat - large ears to help lose excess body heat. Good hearing and sight in the dark so can hunt at night when the temperature is cooler.
Example of a plant in a dry habitat	The cactus - long roots find water that is deep in the ground. Thin needle leaves that don't lose water.
Example of an animals in a wet habitat	The Otter - eyes and nostrils that can close underwater. Feet are webbed to help move in the water.

Key vocabulary:

Camouflage	The colour or shape of an animal that helps it blend in with its surroundings
Food chain	A series of living things that depend on each other as food
Habitat	A place where plants and animals live
Micro habitat	A small habitat such as under a rock or under a log

Possible experiences:

Carry out an investigation to determine if an object is alive or not (e.g. a car, plant, dead animal, leaf). Investigate habitats within the school grounds (trees, playground, bushes). Investigate micro-habitats within the school grounds (under stones and under logs). Arrange images to create simple food chains. Discuss camouflage by spreading coloured, wool worms in the grass (which are easy to see, which are hard?).

Key concepts:

Exploring	Identifying
Comparing	Observing
Describing	Investigating

Diagrams:

