

## Minibeasts & Habitats Workshop National Curriculum Links

**Aims:** To Explore the world of minibeasts and the habitats they live in. To develop an understanding of food chains, keys and adaptations.

<b>Key stage 1</b>	Science	<p>Working scientifically</p> <ul style="list-style-type: none"> <li>▪ observing closely, using simple equipment</li> <li>▪ identifying and classifying</li> <li>▪ using their observations and ideas to suggest answers to questions</li> <li>▪ gathering and recording data to help in answering questions.</li> </ul> <p><i>(non-statutory)</i></p> <p><i>Pupils will experience different types of scientific enquiries, including practical activities. They will use simple features to compare living things and, with help, decide how to sort and group them. They will use simple equipment (for example, hand lenses) to gather data, record simple data, and talk about what they have found out and how they found it out. With help, they will record and communicate their findings.</i></p>
<b>Year 1</b>	Science	<p>Animals, including humans</p> <ul style="list-style-type: none"> <li>▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul> <p><i>(non-statutory)</i></p> <p><i>Pupils will use the local environment and answer questions about animals in their habitat. They will understand how to take care of animals taken from their local environment and the need to return them safely after study.</i></p> <p><i>Pupils will work scientifically by: using their observations to compare and contrast animals at first hand, describing how they identify and group them; grouping animals according to what they eat.</i></p>
<b>Year 2</b>	Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>▪ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain,</li> </ul>

		<p>and identify and name different sources of food.</p> <p><i>Notes and guidance (non-statutory)</i>  Pupils will be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They will raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils will be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They will observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals.</p> <p>They will describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</p>
<b>Key Stage 2</b>	Science	<p>Working scientifically</p> <ul style="list-style-type: none"> <li>▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul> <p><i>(non-statutory)</i>  Pupils will talk about criteria for grouping, sorting and classifying; and use simple keys.</p>
<b>Year 3</b>	Science	<p>Animals, including humans</p> <ul style="list-style-type: none"> <li>▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><i>(non-statutory)</i>  Pupils will work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals and decide ways of grouping them according to what they eat</p>
<b>Year 4</b>	Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>▪ recognise that living things can be grouped in a variety of ways</li> <li>▪ explore and use classification keys to help group, identify and name a variety of living things in their local and</li> </ul>

		<p>wider environment</p> <ul style="list-style-type: none"> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><i>(non-statutory)</i>  <i>Pupils will put invertebrates into groups such as snails and slugs, worms, spiders, and insects.</i>  <i>Pupils will explore examples of human impact (both positive and negative) on environments.</i>  <i>Pupils will work scientifically by: using simple guides or keys to explore and identify local animals (invertebrates).</i></p> <p>Animals, including humans</p> <ul style="list-style-type: none"> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>
<b>Year 5</b>	Science	<p>Working scientifically</p> <ul style="list-style-type: none"> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul> <p><i>(non-statutory)</i>  <i>Pupils will use keys and other information records to identify, classify and describe living things that might be found in the natural environment.</i></p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> </ul>
<b>Year 6</b>	Science	<p>Working scientifically</p> <ul style="list-style-type: none"> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul> <p><i>(non-statutory)</i>  <i>Pupils will use keys and other information records to identify, classify and describe living things that might be found in the natural environment.</i></p>

		<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><i>(non-statutory)</i>  <i>Through direct observations pupils will classify animals into commonly found invertebrates (such as insects, spiders, snails, worms). They will discuss reasons why living things are placed in one group and not another. Pupils will work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment.</i></p> <p>Evolution and inheritance</p> <ul style="list-style-type: none"> <li>▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><i>(non-statutory)</i>  <i>Pupils will observe and raise questions about local invertebrates and how they are adapted to their environment. They will analyse the advantages and disadvantages of specific adaptations.</i></p>
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