

Objective	Milestone 1 Indicators	INPUT Inc. FS2	Basic Activities	Advanced Activities	Deep Activities	PLENARY Inc. FS2
To be able to identify things that are living, things that are dead and things that have never been alive.	To investigate living things  Explore and compare the differences between things that are living, that are dead and that have never been alive.	Are you alive? How do you know? Give children some time to discuss this. Go through the questions on the slides: Are you able to move? Are you breathing? Can you feel the carpet? Have you eaten something today? Have you been to the toilet today? Explain that these questions help to identify things that are living from things that are not living. Go through the information about animals, including humans, and the processes that show they are living. Show children the picture of a plant on the slides. Is this alive? How do you know? Children to share ideas, then explain that plants are alive too because they need food to keep them alive, they move and they create new plants. Explain that all living things will eventually die. In the autumn, the leaves on trees die and fall to the ground. Meat that we eat comes from animals that were once alive. Show children the three pictures on the slides. Which of these things is not alive? How do you know? Children to share ideas, then check on the slides. Repeat this with other pictures.	<b>I can recognise things that are alive or not alive</b> Cut and stick pictures of alive and not alive things to stick in books under the correct headings.	<b>I can recognise things that are alive and not alive and make a list</b> Provide children with Picture Cards A in pairs. Challenge children to sort the pictures into living and non-living things and list on worksheet 1A. When finished, challenge children to think of as many other living and non-living things as they can.	<b>I can recognise things that are alive, things that are not alive and things that used to be alive</b> Provide children with Picture Cards B in pairs. Challenge children to sort the pictures into three groups: things that are alive; things that used to be alive; things that have never been alive. Children to record on worksheet 1B. When finished, challenge children to add as many other objects as they can to their charts.	What do you think is the biggest difference between living things and things that have never been alive? Is it that they breathe? Is it that they can move? Is it that they can reproduce? Discuss ideas as a class
To understand that living things need to live in suitable habitats.	To investigate living things  Identify that most living things live in habitats to which they are	What differences are there between things that are living and things that are not living? Children to think, pair, share their ideas, and then go through the suggestions on the slides. Explain that all living things need to live in habitat that is suitable for them. Explain that a habitat is anywhere animals and plants live and that the living things in any habitat are all dependent on each other. What things do you	<b>I can identify and match animal to habitat</b> On worksheet 2A, children to match up the animals to the correct	<b>I can identify and match animal to habitat and talk about how some animals can match more than one habitat</b> On worksheet 2B, children to put the	<b>I can identify and match animal to habitat and to research other animals that live in those habitats</b> On worksheet 2C, children to list as many animals as they can that would live in each	How many animals and plants can you name that would live at in a seaside habitat? What about animals and plants that would live in a field? Or a forest? Children to list as

	<p>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.</p>	<p>think animals need in order to live in habitats? Children to think, pair, share their ideas, and then go through the information on the slides. Show children the examples of habitats on the slides and ask them to discuss which animals and plants they think might live there and why.</p>	<p>habitat.</p>	<p>animals listed into the correct box to show which habitat they live in. A few of the animals can go in more than one box.</p>	<p>of the habitats listed. Children could use books, the internet or other sources to help them.</p>	<p>many organisms as they can as a class.</p>
<p>To explore the plants and animals that live in seaside habitats.</p>	<p>To investigate living things</p> <p>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.</p>	<p>Have you ever been to the seaside? What was it like? Did you see any plants or animals there? Children to discuss ideas. Show children the picture of a seaside habitat on the slides. What can you see (e.g. sand, sea, cliffs)? Where do you think plants and animals could make their homes here? Children to think, pair, share their ideas. Go through the pictures on the slides. What animals and plants can you spot? Go through the information on the slides about seaside habitats and how the animals and plants within them depend on each other.</p>	<p><b>I can identify and match animal to habitat</b></p> <p>Provide children with a set of the Picture Cards in pairs or small groups. Challenge children to sort the animals and plants into groups to show which would live in a seaside habitat and which wouldn't. Children could use books and/or the internet to</p>	<p>Provide children with a set of the Domino Cards in pairs. Children to match the picture to the name of the seaside animal or plant. Encourage children to use dictionaries or reference books if they don't know the organism.</p>	<p>On worksheet 3A, children to imagine they went to the seaside and answer the questions to describe the animals and plants they saw. Children to then draw a picture of the seaside, including as many organisms as they can.</p>	<p>Show children the pictures of things that have been found on the beach on the slides. Which of these things are alive, which used to be alive and which have never been alive? Children to discuss ideas, then check on the slides.</p>

			help them check if they are unsure.			
			FS2 - seaside small world area - sort the animals and plants that should live there and those that do not			
To be able to explore plants and animals in an unfamiliar habitat.	To investigate living things  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.	Show children the picture of a monkey on the slides. What kind of habitat do you think this monkey would live in and why? Children to think, pair, share their ideas, then go through the information on the slides.  Repeat this for other animals and plants in unfamiliar habitats, e.g. camels in the desert and polar bears in the Arctic. After children have discussed their ideas, go through the information about each habitat on the slides and why the animals and plants that live there are suited to their environment.	<b>I can identify and match animal to habitat</b> Provide children with worksheet 4A and a set of the Picture Cards. Children to cut out the pictures and stick them in the correct boxes to show which habitats each of the animals live in.	On worksheet 4B, children to draw and label an animal that would live in each of the habitats listed.	On worksheet 4C, children to describe what each of the habitats is like, an animal that would live in each one and why it is suited to that habitat.	Do you think a lion would be happy living in a field in Britain? Do you think a whale would like to live in a rainforest? Do you think a squirrel would like to live in a desert? Encourage children to think about what each animal needs and whether a different habitat would provide this.
			FS2 - have various different small world habitats and a selection of animals - play with the children and see if they can place the animals in their correct habitat			

<p>To be able to explore and describe a micro-habitat.</p>	<p>To investigate living things</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>How many different types of habitat can you name? Children to think, pair, share their ideas, and then list on the slides.</p> <p>Explain that a habitat doesn't always need to be something very big like a desert, rainforest or field. A habitat can be a small area, such as beneath a log or the space between two rocks. These are called micro-habitats.</p> <p>Show children the picture of a log on a forest floor. What do you think might be living under here?</p> <p>Children to discuss their ideas, then go through the information on the slides about the kinds of organisms that would live in micro-habitats like these.</p>	<p><b>I can name different animals that live in a micro-habitat</b> All children go on a minibeasts hunt around the school grounds - On worksheet 5A, children to tick each of the minibeasts they spot in the micro-habitats they explore.</p>		<p>What do you think would happen if we didn't have minibeasts? Children to think, pair, share their ideas.</p> <p>Encourage children to think about the role of decomposers, as well as small invertebrates being food for other animals.</p>
	<p><b>I can write about animals found in indifferent micro-habitats</b> On worksheet 5B, children to see how many of the minibeasts they can find and then describe where they saw them, e.g. under a log, in leaf litter, in a flower bed, etc.</p>		<p><b>End of Unit QUIZ!</b></p>		
<p>To explore food chains in a habitat.</p>	<p>To investigate living things</p> <p>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.</p>	<p>What have you eaten today? Where did your food come from? Children to discuss their ideas as a class.</p> <p>Explain that in any habitat, the plants and animals that live there are all dependent on each other for food. Go through the information on the slides about what a food chain is and give some examples of simple food chains.</p> <p>Show children the plants and animals on the slides. Can you arrange these plants and animals into a food chain? What do you think would eat what? Children to think, pair, share their ideas, and then check on the slides.</p> <p>Repeat this using other examples of food chains, including those with humans.</p>		<p><b>I can talk about a simple food chain</b> On worksheet 6A, children to fill in the missing pictures and join the dots to write the labels to complete the food chains. When finished, encourage children to talk through each of the food chains, e.g. 'The slug eats the leaf and the bird eats the slug'.</p>	<p><b>I can complete a simple food chain</b> On worksheet 6B, children to fill in the missing pictures and words to complete the food chains. When finished, encourage children to talk through each of the food chains, e.g. 'The slug eats the leaf and the bird eats the slug'.</p>

			<p>FS2 - Put the Label Cards in a hat and ask children to pick one out each. On A4 paper, children to draw and clearly label a picture of what they are (e.g. a flower, a squirrel, a bird, etc.). When they have finished, children to pin their sheet to their chests. Stand children in a circle. Ask a 'herbivore' child who/what they might eat. Then ask who might eat the herbivore. Give children some time to act out eating each other up to create food chains!</p>	
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**ELG - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.**