

Final Outcome: I will create my own microhabitat in the school grounds using my knowledge of the best conditions for different minibeasts.

Component 6: I will evaluate and describe the conditions in my habitat.

What we will know after this sequence:

- How our habitats were suited to the animals and plants that lived there.

Vocabulary: Microhabitats, logs, path, bush, tree, conditions, wet, dry, warm, food, shelter, water.

SEN: Pre-teach vocabulary, word mats, support outside, support with group work.



Component 4: I will describe how the conditions in a microhabitat affect the plants and animals that live there.

What we will know after this sequence:

- How animals and plants in microhabitats vary.
- How conditions affect the plants and animals found there.

Vocabulary:

Microhabitats, logs, path, bush, tree, conditions, wet, dry, warm, food, shelter, water.

How will this feed into my next learning:

- I will create my own microhabitat in the school grounds.

SEN: Pre-teach vocabulary, word mats, support outside, support with group work.



Component 5: I will create my own microhabitat in the school grounds.

What we will know after this sequence:

- That a microhabitat needs to provide everything for the plants and animals that live there.

Vocabulary:

Microhabitats, logs, path, bush, tree, conditions, wet, dry, warm, food, shelter, water.

How will this feed into my next learning:

- I will evaluate and describe the conditions in my habitat.

SEN: Pre-teach vocabulary, word mats, support outside, support with group work.



Component 3: Identify and name a variety of plants and animals in their habitats, including micro habitats.

What we will know after this sequence:

- What microhabitats are in the school grounds.
- What conditions are like in the micro habitats found in the grounds.

Vocabulary:

Microhabitats, logs, path, bush, tree, conditions, wet, dry, warm.

How will this feed into my next learning:

- I will compare the animals and plants living in microhabitats around the school.

SEN: Pre-teach vocabulary, word mats, support outside, support with group work.



Component 2: Describe how animals obtain their food from plants and other animals (humans)

What we will know after this sequence:

- That humans are omnivores.
- Where different foods that we eat come from. E.g sausages are meat, fruit and vegetables are plants.

Vocabulary:

Omnivore, carnivore, herbivore, vegetarian, vegan, meat, vegetables, fruit, pulses.

How will this feed into my next learning:

- I will know that exercise keeps me healthy.

SEN: Pre-teach vocabulary, word mats, name foods in advance.



Component 1: Use the idea of a simple food chain, and identify and name different sources of food (animals)

We should know:

- Whether an animal or a plant is a consumer or a producer.
- What animals in the wild eat.

What we will know after this sequence:

- That a food chain shows how animal obtain their nutrition and how living things are linked.
- That food chains all begin with a producer.

Vocabulary:

Carnivore, omnivore, herbivore, consumer, producer, food chain.

How will this feed into my next learning:

- I will know how humans get their nutrition and where we fit in on a food chain.

SEN: Pre-teach vocabulary, word mats, food chain examples provided, scaffolded template

