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| --- | --- | --- |
| ***Words to know and spell (Tier 2 Vocabulary)*** | | |
| living | food chain | shelter |
| dead | healthy | environment |
| habitat | conditions | survival |
| food | breathe | have young |
| evergreen | tree | flower |

** Flamingos – Science KCV – Living Things and Their Habitats (inc. Plants)**

• Know a rose bush, a sunflower and a dandelion by sight

• Know an oak tree, a birch tree and a horse chestnut tree by sight

• Know that evergreen trees maintain their leaves throughout the year and that deciduous trees shed their leaves in autumn

• Know that living things move, grow, consume nutrients and reproduce; that dead things use to do these things, but no longer do; and that things that never lived have never done these things.

• Know that light is a form of energy

• Know that plants absorb energy from the Sun; that this energy is consumed by herbivorous animals; and that carnivorous animals eat other animals

• Know that the arrows on a food chain show the direction that the energy travels

• Know that polar bears are an example of an animal adapted to its environment – thick fur for warmth and oily paw pads to ensure that they don’t freeze to the ice

• Know that sharks are another example – smooth skin and streamlined shape for quick swimming; and gills for breathing underwater

• Know that woodlice live under logs – an example of a microhabitat - as they need somewhere dark and damp so that they do not dry out

• Know that frogs can live in ponds – an example of a microhabitat - as they water in which to lay their eggs (frogspawn)

***Key facts to learn:***

|  |  |
| --- | --- |
| ***Words to understand and spell (Tier 3 Vocabulary)*** | |
| **adaptation** | The process of changing to suit different conditions |
| **consumer** | Something that eats something else in a food chain |
| **microhabitat** | A very small specific habitat for animals and plants |
| **predator** | An animal that hunts, kills and eats other animals |
| **producer** | The plant at the beginning of a food chain |

***Concept check questions. Test yourself:***

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| What is a habitat?  What is a microhabitat?  How do animals and plants depend on each other?  Can an animal or plant adapt to different conditions?  What are the primary reasons that impact on where animals choose to live? |
| **Opportunities for Investigation:**  **Pattern Seeking:** What conditions do woodlice prefer to live in?  **Comparative Test:** Do cress seeds grow quicker indoors or outdoors? |
|  |
|  |

**Year 1 & 2 – Science – Spring – Heyford Park School**

• Ask simple questions and recognise that they can be answered in different ways.

• Observe closely, using simple equipment

• Perform simple tests

* • Identify and classify
* • Use my observations and ideas to suggest answers to questions

• Gather and record data to help in answering questions

***Key skills to do:***

**Year 5 – Science – Autumn 1 – Heyford Park School**