



Lesson Sequence



1. Learn about habitats



2. Appreciate that environments are constantly changing



3. Explore the rainforest and its problems



4. Describe life in the ocean



5. Discover the Arctic and Antarctic habitat



6. Create a model of a habitat

Habitats

- A habitat is a place where organisms live.
- A microhabitat is a small area within a habitat which differs somehow from the surrounding habitat.

How habitats change

- Cutting down forests
- Polluting land and water
- Taking away resources

If a habitat changes too much, it can cause the animals that live there to become endangered or extinct.

The rainforests

Rainforests are rich in biodiversity. They contain lots of helpful resources to help us make food, clothes and medicine. It is important to protect the rainforests.

Examples of habitats



desert



rainforest



ocean



wetlands

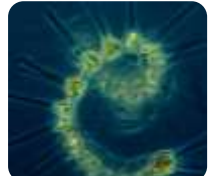
The Arctic and Antarctic

- Tundra ecosystems are treeless regions found in the Arctic.
- Polar animals – like polar bears – have adapted by having thick fur or feathers.
- Polar bears, narwhals, caribou, seabirds and indigenous peoples live in the Arctic.

Ocean life



coral reef



plankton



stingray



turtle

Rocket Words

organism	a living thing made up of one or more cells and able to carry on the activities of life
rainforest	a forest in a tropical area that receives a lot of rain
endangered	animals or plants that may soon not exist because there are very few left alive
biodiversity	a variety of plant and animal life in a particular habitat or place
ocean	a very large area of sea; they cover 70% of the world's surface
ecosystem	an area where animals and plants live, and where they rely on one another to survive
desert	an area, often covered with sand or rocks, where there is very little water and not many plants
Arctic	the northern polar region

What I already know:

Year 1

Plants

- The names of different plants
- How to identify and describe plants and trees
- Changes across the four seasons (seasonal changes)

Animals, including Humans

- The names of some carnivores, herbivores and omnivores
- How to describe and compare some common animals
- How to name a variety of common animals

What I will learn now:

Year 2

- ☐ Explore and compare the differences between things
- ☐ that are living, dead, and things that have never been
- ☐ alive
- ☐ Identify that most living things live in habitats to which they are suited
- ☐ Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- ☐ Identify and name a variety of plants and animals in their habitats, including microhabitats
- ☐ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain
- ☐ Identify and name different sources of food

What I will learn next:

Year 4

- Recognise that living things can be grouped in different ways
- Explore and use classification keys to group, identify and name a variety of living things
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Construct and interpret food chains; identifying producers, predators and prey



Match up the animal with its habitat.



Ocean

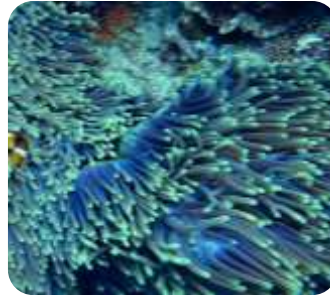


Arctic



Desert

What is in the picture?

☐

A stingray

☐

A coral reef

☐

A beach

How might an animal adapt to live in a polar region?

☐

Eating fish

☐

Big nostrils

☐

Living underwater

☐

Thick fur

Draw a picture to show what is happening to the rainforests.

When a plant or animal has died off and there are none left, we say they are _____. This happened to the _____ millions of years ago.