

Topic	Living things and their habitats
Pre-school	<ul style="list-style-type: none"> <li>• Talk about some of the things they have observed such as plants, animals, natural and found objects. (The World 30-50)</li> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. (The World 30-50)</li> <li>• Develop an understanding of growth, decay and changes over time. (The World 30-50)</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• They make observations of animals and plants and explain why some things occur, and talk about changes. (The World 40-60)</li> <li>• Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. (Understanding ELG)</li> </ul>
Year 1	
Year 2	<ul style="list-style-type: none"> <li>• Can they match certain living things to the habitats they are found in?</li> <li>• Can they explain the differences between living and non-living things?</li> <li>• Can they describe some of the life processes common to plants and animals, including humans?</li> <li>• Can they decide whether something is living, dead or non-living?</li> <li>• Can they describe how a habitat provides for the basic needs of things living there?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• <b>Can they describe a range of different habitats?</b></li> <li>• <b>Can they describe how plants and animals are suited to their habitat?</b></li> <li>• <b>Can they name some characteristics of an animal that help it to live in a particular habitat?</b></li> <li>• <b>Can they describe what animals need to survive and link this to their habitats?</b></li> </ul>
Year 3	
Year 4	<ul style="list-style-type: none"> <li>• Can they recognise that living things can be grouped in a variety of ways?</li> <li>• Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)</li> <li>• Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)</li> <li>• Do they recognise that environments can change and this can sometimes pose a danger to living things?</li> <li>• <b>Challenge</b></li> <li>• <b>Can they classify living things and non-living things by a number of characteristics that they have thought of?</b></li> <li>• <b>Can they explain how people, weather and the environment can affect living things?</b></li> <li>• <b>Can they explain how certain living things depend on one another to survive?</b></li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can they describe the life cycles of common plants?</li> <li>• Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• <b>Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border?</b></li> </ul> <p><b>Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?</b></p>
Year 6	<ul style="list-style-type: none"> <li>• Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals?</li> <li>• Can they give reasons for classifying plants and animals based on specific characteristics?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• <b>Can they explain why classification is important?</b></li> <li>• <b>Can they readily group animals into reptiles, fish, amphibians, birds and mammals?</b></li> <li>• <b>Can they sub divide their original groupings and explain their divisions?</b></li> <li>• <b>Can they group animals into vertebrates and invertebrates?</b></li> <li>• <b>Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?</b></li> </ul>