

Living Things and their Habitats Progression Map Year 1

<u>Previous Year: Reception</u>	<u>Current Year: Year 1</u>	<u>Next Year: Year 2</u>
<ul style="list-style-type: none"> • 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. 	<p><u>These objectives are from other areas of Science taught:</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans) • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans) • Observe changes across the four seasons. (Y1 - Seasonal change) 	<ul style="list-style-type: none"> • 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 and 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, and identify and name different sources of food. • Notice that animals, including humans, have offspring which grow into adults. (Y2 - <i>Animals including Humans</i>)
<p><u>Learning Values:</u></p> <ul style="list-style-type: none"> -respect -responsible -resourceful -resilient -risk taker 		

Key learning for the topic:

Growing locally, there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts, but they vary between the different types of plants.

Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.

The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes.

Key Vocabulary for Living Things and their Habitats Year 1:

Plants:

- names of garden and wild flowering plants in the local area

Animals including Humans:

- head,
- body,
- eyes,
- ears,
- mouth,
- teeth,
- leg,
- tail,
- wing,
- claw,
- fin,
- scales,
- feathers,
- fur,
- beak,
- paws,
- hooves,
- names of animals experienced first-hand from each vertebrate group

Key Vocabulary from Seasonal Changes:

- weather,
- sunny,
- rainy,
- raining,
- shower,
- windy,
- snowy,
- cloudy,
- hot,
- warm,
- cold,
- storm,
- thunder,
- lightning,
- hail,
- sleet,
- snow,
- icy,
- frost,
- puddles,
- rainbow,
- seasons,
- winter,
- summer,
- spring,
- autumn,
- Sun,
- day length