### Week 1

**Objective (Question)**
Do I know what is meant by the term “habitat”?
Can I think of different animals and plants found in different habitats?

**Teacher Input**
What is a habitat? Discuss meaning.
Thought shower to see what different habitats they can think of. List on board.
What animals do they think they would find in 4 of these? Generate ideas on board to start them off.

**Activity/Task**
Provide ideas for thought shower.
Split page into four and label each with the name of a habitat.
Draw pictures in each box to show what plants and animals they think they would find there.

**Resources**
- Postcards for stimulus
- Key word cards for SEN
- Photocopy for assessment

**Comments**
Ask questions about video. Need to have a selection of books and computer programs for research. Rules for working near pond.

### Week 2

**Objective (Question)**
Can I tell how a plant and an animal have adapted to their environment?

**Teacher Input**
Recap on what a habitat is.
Explain how animals and plants adapt to their habitat (e.g., wading bird, monkey, ivy, etc.).
Show class pictures of a plant and an animal and explain task.

**Teacher Input**
Recap on previous lessons.
Introduce video and explain why they are watching it (see objective).
Plenary - Ask questions to check understanding.

**Activity/Task**
- Using pictures/photos/poster, list ways in which they think the plant/animal has adapted to its environment.
- Complete for at least 5 organisms (SEN do 3).

**Resources**
- Picture of plant
- Picture of animal

### Week 3

**Objective (Question)**
To consolidate knowledge on habitats and how organisms adapt to their surroundings.

**Teacher Input**
Recap on previous lessons.
Introduce video and explain why they are watching it (see objective).
Plenary - Ask questions to check understanding.

**Teacher Input**
Watch video.
Fill in missing words on worksheet either as program progresses or after.
Answer questions during the plenary.

**Activity/Task**
- Visit pond and collect and record plants and animals. Identify using a key.
- Classify plants and animals and draw groups of creatures found around the school pond.
- Include how they have adapted to this environment.

**Resources**
- Video “Animals and plants in their Environment”
- Pooters
- Science books
- Keys
- Research books
- Computers

### Week 4

**Objective (Question)**
Can I collect minibeasts from the local area and use a key to classify and identify them.

**Teacher Input**
Discuss how to use a key to identify plants and minibeasts.
Explain how to classify minibeasts.
Plenary - Recap on what is meant by “habitat”.

**Activity/Task**
Visit pond and collect and record plants and animals. Identify using a key.
Classify plants and animals and draw groups of creatures found around the school pond.
Include how they have adapted to this environment.

**Assessment**
- Self-assessment by child after each piece. Target setting. Ongoing