

## Key Vocabulary

<b>Life Processes</b>	These are the things that all living things do. They move, breathe, sense, grow, have offspring, get rid of waste, and get their energy from food.
<b>Living</b>	Things that are living have life processes.
<b>Dead</b>	Things that are dead were once living. They did have all of the life processes but don't now.
<b>Never living</b>	Things made out of metal, plastic or rock have never lived. They have never had life processes.
<b>Food chain</b>	A food chain shows how each animal gets its food. Living things depend on each other to stay alive.
<b>habitat</b>	The natural place something lives. A habitat provides living things with everything they need to survive such as, food, shelter and water.
<b>Survive</b>	To stay alive.

<i>Living</i>	<i>Dead</i>	<i>Never Alive</i>

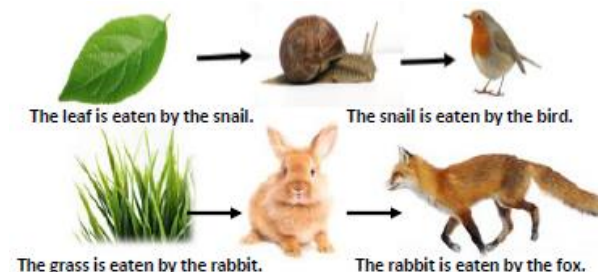
## Key Aims

- 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.

## Examples of habitats



## A food chain shows how energy is transferred by consumers.



## By the end of this unit:

The children discuss the concepts of things are alive, dead, and things which have never been alive. We will search for living things within microhabitats on school ground and make out own bug hotels. We will research habitats of larger animals, and make our own diorama models to show where and how they live.

## Examples of microhabitats

