

# Living things and their habitats (ages 4-7)

## Explorify planning support



Curriculum statements	Explorify activities	Suggested use / taking it further
<b>LIVING AND DEAD</b>		
<b>Explore and compare the differences between things that are living, dead, and things that have never been alive.</b> <i>(England)</i> <b>I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.</b> <i>(Scotland)</i>	<a href="#">Living-moving</a> <b>OOO</b>	Great for a discussion about what is alive and dead. Is a tree alive? A plane moves does that mean it is alive? Follow this up with a walk around school identifying things that are alive and dead. Children often get confused by fire and flames.
	<a href="#">Animal remains -</a> <b>MB</b>	This mystery bag activity suggests putting things like bones and sea shells in a bag for children to sort.
	<a href="#">Rugged ridges -</a> seashell <b>ZIZO</b>	

# HABITATS

<p><b>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</b> <i>(England)</i></p> <p><b>How do living things survive?</b> <i>(Northern Ireland)</i></p> <p><b>I have observed living things in the environment over time and am becoming aware of how they depend on each other.</b> <i>(Scotland)</i></p>	<a href="#">How would you make a shelter for a human? - Explorify</a>		<p>Children first need to understand what a habitat is. See: <a href="#">Living things and their habitats...tackle the tricky bits - Explorify</a></p> <p>You can use this Explorify activity to discuss what humans need for a habitat and then develop it into a DT activity. It also links well to Materials, as you can discuss what materials would be suitable.</p>
	<p><b>Local habitats</b></p> <a href="#">watched a small animal in its habitat</a>	HYE	<p>Get the children talking about the animals they have seen locally and their habitats.</p>
	<p>Craggy surfaces</p>	ZIZO	<p>Discussing who lives in trees in your school grounds, or nearby, is a good starting point for a familiar habitat.</p> <p>Children can take a spotter sheet outside with them and record what they see. You could also discuss what changes could be made to your school grounds to support biodiversity.</p> <p><a href="http://treetoolsforschools.org.uk/categorymenu/?cat=activities">http://treetoolsforschools.org.uk/categorymenu/?cat=activities</a></p>
	<p>Tall Trunks</p>	OOO	
	<p><a href="#">Muddy buds - Explorify</a></p>	OOO	
	<p><a href="#">Grey scales</a> – (Early Years)</p>	ZIZO	
	<p><a href="#">Which pollinators visit our school grounds?</a></p>	TBQ	<p>Could be linked to a spotter sheet:</p> <p><a href="https://cdn.buglife.org.uk/2019/07/Pollinator-identification-chart.pdf">https://cdn.buglife.org.uk/2019/07/Pollinator-identification-chart.pdf</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zx4k96f">https://www.bbc.co.uk/bitesize/articles/zx4k96f</a></p> <p>Children do the investigation by going out and seeing which pollinators are in the school ground or local park. Take photos to try and identify the pollinators when back in the classroom.</p>
	<p><b>Wider UK habitats</b></p> <p><a href="#">Thorny issue</a></p>	OOO	<p>These activities are linked to UK habitats</p> <p>Again children should get out exploring – looking at plants and animals.</p>
	<p><a href="#">In the woods</a> - (Early Years)</p>	LWCYH	
	<p><a href="#">Speckled and shiny</a> - (Early Years)</p>	ZIZO	

	<a href="#">Holiday time</a> – (Early Years) <b>LWCYH</b> <a href="#">Buzzing with life</a> <b>WGO</b> <a href="#">Wildlife in the pond</a> <b>OOO</b> <a href="#">Watery home</a> – (Early Years) <b>ZIZO</b>	
	<a href="#">A home for baby birds</a> <b>OOO</b>	This could be the start of looking for birds nests locally. Take it further suggests installing bird boxes in grounds
	<a href="#">Beavering away</a> <b>WGO</b>	Beavers living in a freshwater habitat building dams. Take a closer look at a tree felled by a beaver with the ZIZO <a href="#">Strange snack</a> .
	<a href="#">Farmyard birds</a> - Goose, chicken and duck <b>OOO</b>	
	<b>Habitats outside the UK</b> <a href="#">Wild things</a> - <b>LWCYH</b> <a href="#">Savanna sidekicks</a> <b>OOO</b> <a href="#">SPF natural</a> <b>WGO</b>	Savannah habitat OOO links to a BBC video about elephant adaptations. Three savannah animals protecting themselves from the sun.
	<a href="#">In the swim</a> – ocean habitat <b>WGO</b>	Ocean habitat
	<a href="#">Remarkable reef</a> - coral reef <b>WGO</b>	
	<a href="#">Frozen desert</a> <b>ZIZO</b> <a href="#">Family meal</a> <b>WGO</b> <a href="#">Nothing lives here... or does it?</a> – desert habitat <b>WGO</b>	Explore <a href="#">polar habitats</a> and <a href="#">desert habitats</a> .

	<a href="#">Have you ever seen lots of birds flying together across the sky?</a>	<b>HYE</b>	Consider the different habitats birds live in over a year.
	<a href="#">What if humans lived underwater?</a>	<b>WI</b>	Develop into who does live underwater? What is the habitat like?
	<b>Name plants and animals in their habitats</b> <a href="#">Brown hair</a> – (Early Years) <b>ZIZO</b>  <a href="#">Fluffy and White</a> - (Early Years) - rabbit  <a href="#">Relaxing rabbits</a> – (Early Years) <b>WGO</b>  <a href="#">Foxing around</a> – (Early Years) <b>WGO</b>  <a href="#">Watery home</a> – (Early Years) – water birds – swan, duck and mallard <b>WGO</b> <a href="#">Magpie meals</a> – (Early Years) <b>WGO</b>  <a href="#">Small and hairy</a> – (Early Years) – spider <b>ZIZO</b>  <a href="#">Shiny sections</a> – (Early Years) – worm <b>ZIZO</b>  <a href="#">Slugs galore</a> – (Early Years) <b>WGO</b>  <a href="#">Woodlice exploring</a> – (Early Years) <b>WGO</b>		Spotter sheets: <a href="http://treetoolsforschools.org.uk/categorymenu/?cat=activities">http://treetoolsforschools.org.uk/categorymenu/?cat=activities</a> <a href="https://www.wildlifewatch.org.uk/activities">https://www.wildlifewatch.org.uk/activities</a>

	<a href="#">Mystery markings</a>	000	Caterpillar, zebra and fish. Leads to a discussion about why the stripes
	<a href="#">Hot-steppers</a>	000	Lizard, duck and lion focusing on difference in feet and function but you can just use it to focus on reptile, bird and mammal.
	<a href="#">Animals in winter</a> – squirrel, wolf and reindeer in the snow	000	
	<a href="#">To flee or not to flee -</a>	WGO	This shows lots of animals in different habitats You could stop the video at key points and get the children to describe the habitat and the animals in it. They could then choose an animal and write a fact file about it and how it is suited to its habitat.
	<a href="#">In the waves</a> - dolphins	LWCYH	
	<a href="#">Thin strands</a> - (Early Years)	ZIZO	
	<a href="#">Tangled up</a> – (Early Years)	ZIZO	
	<a href="#">Hungry hedgehogs</a>	WGO	
	<a href="#">Spiky spikes</a> – (Early Years) – hedgehog in habitat	ZIZO	
	<a href="#">Tiny teeth</a> - tadpole	ZIZO	
	<a href="#">Watery home</a> – (Early Years) – frog in a pond	ZIZO	
	<a href="#">Growing in hot and cold places</a> – lichen, cactus and fern	000	
	<a href="#">Falling in to place</a> Autumn leaves	WGO	Autumn shots of a wood – could be used for woodland habitat.

	<a href="#">Australian animals</a>	000	
	<a href="#">Brown and bumpy</a> – snail	ZIZO	
	<a href="#">Muddy buds</a> – ant, worm and slug	000	
	<a href="#">Tip the scales</a> – crocodile, turtle and snake	000	
	<a href="#">Dry scales</a> – bearded dragon	ZIZO	
	<a href="#">Baby animals</a> – baby duck, lamb and elephant	000	
	<a href="#">Three Weeds</a>	000	Put your class's observation skills to the test with these three images showing a dandelion in bud, in flower and as a 'clock', inviting the children to notice that they're looking at the same type of plant in each.
	<b>Food chains</b> <a href="#">Hungry Snails</a>	WGO	Use this video to discuss what is happening and the questions the children have. You could collect snails from the school grounds and investigate what they eat. See the Taking it further part of the activity.
	<a href="#">Muddy meal</a>	WGO	Egret searching for food (fish eater). This can lead to a discussion about the diets of different birds.
	<a href="#">Special delivery</a> - baby birds being fed	WGO	
	<a href="#">Magpie meals</a> – (Early Years)	WGO	<a href="https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/bird-a-z/">https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/bird-a-z/</a> This is a good website for young children and gives information on a bird's diet.

	<a href="#">Hedgerow heroes</a> - Who eats berries?	OOO	
	<a href="#">Very hungry caterpillars</a> - Caterpillars eating leaves	WGO	
	<a href="#">Takeaway dinner</a> - vulture living on bones	WGO	
	<a href="#">Hungry hedgehogs</a> -	WGO	Hedgehogs are omnivores, so they are good animal to discuss.
	<a href="#">Wrigglers</a> - earthworms	WGO	Earthworms moving through soil – this can lead to discussion about what they eat.
<b>CELEBRATING SCIENTISTS</b>			
	<a href="#">Who is Mya-Rose Craig?</a>	WHO	Dr Mya-Rose Craig is an ornithologist, environmentalist, writer, speaker and broadcaster.
	<a href="#">Who is Maria Sibylla Merian?</a>	WHO	Maria Sibylla Merian drew and studied insects.

ABBREVIATIONS AND DESCRIPTIONS OF THE DIFFERENT EXPLORIFY ACTIVITY TYPES		
<b>ZIZO</b>	Zoom In, Zoom Out	Visually engaging close-up photos
<b>OOO</b>	Odd One Out	Find similarities and differences
<b>WGO</b>	What's Going On?	Short, distraction-free videos
<b>HYE</b>	Have You Ever?	Activities linked to everyday experiences
<b>WI</b>	What If?	Explore ideas in new contexts
<b>TBQ</b>	The Big Question	Plan an investigation
<b>PS</b>	Problem Solvers	Think critically and creatively
<b>MS</b>	Mission Survive	Fun, imaginative hands-on challenges
<b>MB</b>	Mystery Bag	Use senses to work out contents in a bag
<b>LWCYH</b>	Listen What Can You Hear?	Recordings of familiar sounds
<b>SWA</b>	Start With Art	Using artworks to prompt science discussion
<b>WJH</b>	What Just Happened?	Observing changes over time
<b>WHO</b>	Who Is?	Learn about a diverse range of scientists

**Other recommended resources to support planning:**

[PLAN primary science assessment resources \(planassessment.com\)](https://planassessment.com/)

[Assessment \(TAPS\) - Curriculum Materials | Primary Science Teaching Trust \(psts.org.uk\)](https://psts.org.uk/)

[The Great Science Share](#) - see videos on Scientific Enquiry under the tab "Great Science Skills".

Explorify is managed by STEM Learning and the Primary Science Teaching Trust



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