



Name of Ellie Story:	Ellie Explores Habitats
Target Year Groups:	Key stage 1 (Years 1 & 2), lower Key stage 2 (Years 3 & 4)
Length of Story:	15 pages (919 Words) – Video Length: 5min43s
Key Themes:	Gardening, insects, ecosystems, habitats
Story Outline:	Ellie and her friend Vishnu learn about bugs/insects in their natural garden habitat. Ellie’s grandparents explain key concepts of food chains, habitats and ecosystems.
National Curriculum Science Themes Covered:	
• Animals and Humans (Year 1) • Living Things and their Habitats (Year 2) • Working Scientifically (Lower Key Stage 2))	
Specific Objectives Covered (Statutory and Non-Statutory):	
• Year 1 - Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. • Year 1 - Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. • Year 2 - 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. • Year 2 - Identify and name a variety of plants and animals in their habitats, including microhabitats. • Year 2 - 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. • Year 2 - Pupils should be introduced to the terms ‘habitat’ (a natural environment or home of a variety of plants and animals) and ‘micro-habitat’ (a very small habitat, for example for woodlice under stones, logs or leaf litter). • Lower Key Stage 2 - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	

Linked ABPI Resources:		
Seasons	Format:	Interactive; Online and/or Worksheet
	Length:	15 – 20 minutes



	Themes and Objectives Covered:	
	- Seasonal Changes (Year 1) - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. - Pupils might work scientifically by making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.	
Habitats, food chains and climate change	Format:	Interactive; Online
	Length:	15 – 20 minutes
	Themes and Objectives Covered:	
	- Living Things and their Habitats (Year 2) - 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.	
Plants and trees	Format:	Interactive; Online
	Length:	10 – 15 minutes
	Themes and Objectives Covered:	
	- Plants (Year 1) - Identify and describe the basic structure of a variety of common flowering plants, including trees. - They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). - Plants (Year 2) - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	



	○ Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth, and survival, as well as to the processes of reproduction and growth in plants. ● Plants (Year 3) ○ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ○ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
<u>Classification of Living Organisms</u>	Format:	Interactive; Online; Worksheet
	Length:	45 – 60 minutes
	Themes and Objectives Covered:	
	● Living Things and their Habitats (Year 6) ○ 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. ○ Give reasons for classifying plants and animals based on specific characteristics. ○ Pupils should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided - Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). ○ Pupils should discuss reasons why living things are placed in one group and not another. ○ Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. ○ Pupils might work scientifically by using classification systems and keys to identify some animals and plants in the immediate environment.	



Other Complementing Resources:

- National Geographic Kids - Insect Safari - <https://www.natgeokids.com/uk/primary-resource/insect-safari-science-primary-resource/>
- National Geographic Kids – Habitat Investigation - <https://www.natgeokids.com/uk/primary-resource/investigating-habitat-primary-resource/>
- Royal Entomological Archive for Insect Week teaching resources - https://www.insectweek.org/resource_type/lesson_plan/