Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'

Sustainability

Subject: Science

Year group: 2

Term: Autumn 1

Unit name: Living things and their habitats

Strand: Biology

National curriculum:

- Explore and compare the differences between things that are living, dead and things that have never been alive
- Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other.
- Identify and name a variety of plants and animals in their habitat, 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.

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Excellence	Nurture

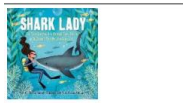
Prior Knowledge – deciduous and evergreen trees. (Y1 - Plants)
Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including 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 changes)

Key Vocabulary: Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes etc.

Key Scientists:

Charles Darwin
Jane Goodall
Carl Linnaeus

Suggested books:



Shark Lady- Jess Keating


Habitats Infographics- Harriet Brundle

Amy gets eaten- Adam Kay & Henry Parker.

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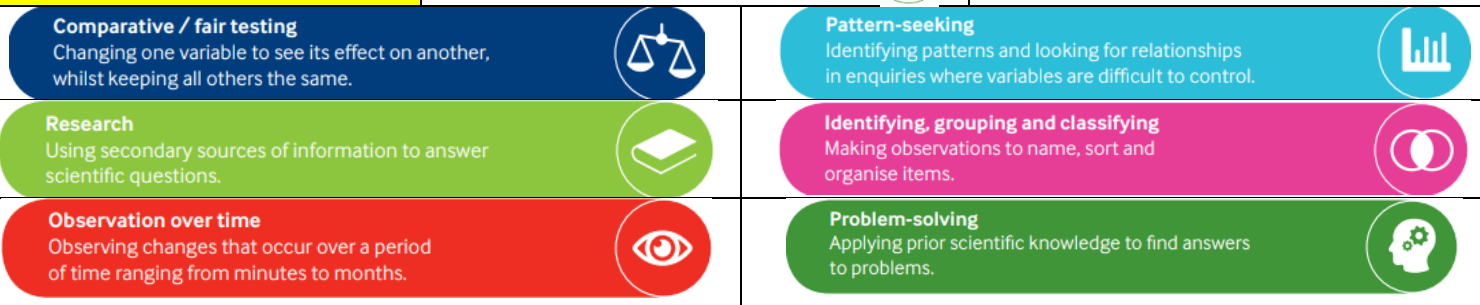
Key learning objectives- ***Highlighted boxes = Learning Objective for that lesson. The other two are your Success Criteria.***		
Knowledge	**Working Scientifically**	**Scientific Enquiry**
To explore the differences between things that are living, dead and things that have never been alive.	To ask questions about where the object came from.	To identify and classify objects that are alive, dead and never been alive
To Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other.	To draw basic conclusions using own scientific knowledge, observations and comparisons.	To identify which habitat each animal lives in.
To identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other.	To record my observations using labelled drawings	To research facts about my animal using observations and secondary resources.
To Identify and name a variety of plants and animals in their habitat, including microhabitats.	To record my findings using tables and pictograms.	To look for patterns in my data as to where different minibeasts live.
To identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other	To interpret my results and create an environment suitable for my animal.	To look for patterns in my data as to where different minibeasts live
To 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.	To communicate my findings using relevant scientific language and illustrations.	To use secondary sources to find out what animals eat to make a food chain.

Scientific Enquiry Key



Assessment- Key indicators:

Find a range of items which are dead, living.
Can name plants/animals which live in different habitats and micro habitat.
Can talk about the features of the animal/plant and how they are suited to the habitat.
Can talk about what the animal eats. Can construct a food chain.