

## Y2 Science – Living Things and their Habitats (Spring 1 and 2)

### Ladders to be covered:

I can identify and name a variety of plants and animals in their habitats, including micro-habitats.

I can describe how animals get their food from plants and other animals.

I can describe how certain animals are suited to their habitats.

I can identify that most living things live in habitats to which they are suited to provide their basic needs.

I can compare the differences between things that are living, dead and things that have never been alive.

I can create a simple food chain for habitats in my local environment.

I can identify that animals have offspring which grow into adults.

### Working Scientifically – Where do snails live?

I can ask simple questions and recognise that they can be answered in different ways.

I can observe closely, using simple equipment.

I can perform simple tests.

I can identify and classify.

I can use my observations and ideas to suggest answers to questions.

I can gather and record data to help in answering questions.

| Lesson                                              | Order of Study –                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 1<br>BQ – Are all habitats the same?                | <p><u>LI: I can describe the basic needs of animals for survival.</u></p> <p><u>LI: I can identify that most living things live in habitats to which they are suited to provide their basic needs.</u></p> <p><u>LI: I can use my observations and ideas to suggest answers to questions.</u></p> <p><b>Scientific Enquiry: Pattern Seeking.</b></p> <p>Complete pre-assessment.</p> <p>Review: what is a living thing?</p> <p>Label the five basic needs for survival around the picture of animals.</p> <p>Give children photos of a range of habitats including Antarctica. Ask them to identify where the five basic needs are. Stick the photos in books and label around the picture where they are.</p> <p><i>Learning Journey – Habitats are the (same/different) for all animals because...</i></p> |
| 2<br>BQ – Why are animals suited to their habitats? | <p><u>LI: I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</u></p> <p><u>LI: I can describe how certain animals are suited to their habitats.</u></p> <p><b>Scientific Enquiry: Identifying, Classifying and Grouping.</b></p> <p>Review: Animal habitats and what a habitat is.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                                                                  | <p>Go through slides to learn about a range of habitats and match animals to their habitats/microhabitats.</p> <p>Then explain why one of each animal lives in its habitat underneath.</p> <p><i>Learning journey – reflect on LI</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>3</p> <p>BQ – Where do snails live?</p>                                                       | <p><u>LI: I can describe how certain animals are suited to their habitats.</u></p> <p><u>LI: I can use my observations and ideas to suggest answers to questions.</u></p> <p><b>Scientific Enquiry: Pattern Seeking.</b></p> <p>Children to look for snails around the school grounds and record where they have been found and how many are in that area.</p> <p>Discuss findings over the course of a week. Have we found a pattern in our results? Are the areas with the most snails similar in any way? What does this tell us about a snails habitat?</p> <p>Complete table and learning sentences about what we have found out. Stick photos into books s further evidence.</p> |
| Spring 2                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>1</p> <p>BQ – Where do animals get their food from in our local environment?</p>              | <p><u>LI: I can describe how animals get their food from plants and other animals.</u></p> <p><u>LI: I can create a simple food chain for habitats in my local environment.</u></p> <p>Review: What is a habitat?</p> <p>Look at powerpoint to understand what a food chain is.</p> <p>Use resources (picture cards) to arrange into simple food chains – 3 step or 4 step. Complete 2 or 3 different ones – can they identify their habitats and write these underneath the images?</p> <p>Work in pairs.</p> <p><i>Learning journey – reflect on LI</i></p>                                                                                                                          |
| <p>2</p> <p>Life Cycles</p> <p>BQ – Do all animals go through the same changes as they grow?</p> | <p><u>LI: I can identify that animals have offspring which grow into adults.</u></p> <p><b>Scientific Enquiry: Observation Over Time.</b></p> <p>Review: What do living things need to survive?</p> <p>Discuss what a life cycle is and how we change from when we are born to adult (animals AND humans)</p> <p>Discuss how this is different for all animals and some animals go through more changes than others.</p> <p>Complete life cycle of a butterfly, frog and a chick tasks.</p> <p><i>Learning journey – reflect on LI</i></p>                                                                                                                                             |

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| <p>3</p> <p>What are the differences between living things, things that have never lived and things that have lived?</p> | <p><u>LI: I can compare the differences between things that are living, dead and things that have never been alive.</u></p> <p><u>LI: I can identify and classify.</u></p> <p><b>Scientific Enquiry: Identifying, Classifying and Grouping.</b></p> <p>Review: what is a life cycle?</p> <p style="padding-left: 40px;">Living, never lived and have lived activity.</p> <p>Go through slides. Think about everyday objects compared to the plants and trees outside. What are the differences?</p> <p>Identifying and classifying activity.</p> <p>Learning journey – reflect on LI</p> <p>Complete post-assessment.</p> |
|                                                                                                                          | <p style="text-align: center;"><b>Trip to Brandon Marsh to enhance learning of this unit.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |