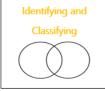


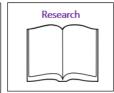
KS1 Science Medium Term Plan Topic: Living Things and Their Habitats Year group: 2 Term: Spring 2023

Working scientifically objectives which are covered in this unit



Topic introduction:





- 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

To compare things that are living, once

• gathering and recording data to help in answering questions

National Curriculum Objectives for science unit

- •To explore and compare the differences between things that are living, dead, and things that have never been alive
- •To 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
- •To identify and name a variety of plants and animals in their habitats, including micro-habitats

To describe a habitat and

•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 identify how animals are suited

To use a food chain to show how

lived and have never lived microhabitats Woodlice Habitat identify animals that live in in it to their habitats and how living animals get their food **Identify and Classifying** Can children gather and things depend on each other Complete Topic Start and why **Identify and Classifying Identify and Classifying** record data in a tally chart **Identify and Classifying** Page to demonstrate Discuss different habitats and current knowledge and or on a map? Research **Identify and Classifying** what they want to find Can children discuss their Odd one out - with things that are animals that live there - urban, Discuss minibeasts and Discuss sources of food – herbivores, living/once lived/never lived woodland, pond, coastal findings in relation to Discuss habitats around the microhabitats. Do all Play world habitats game. carnivores, omnivores. Explain what Explain how animals depend on Play sorting game – chn sort objects minibeasts like living in preferred habitats? world - rainforest, desert, arctic, food chain is. https://www.bbc.co.uk/bitesize/topics/ Odd one out - frog, and others have to guess the groups Sorting game - match animals the same ocean. each other within habitat. Chn cut https://www.bbc.co.uk/bitesize/ zx882hv/articles/z3c2xnb snail, wasp and habitat microhabitats? out labels and stick on different topics/zx882hv Food chains sorting card activity Sort object into groups and ask chn habitat pictures to show how how I've done it (SS interactive) Land and Water workshop at Gillespie Park: Find 2 Chn choose habitat to research, depend on each other and then Gillespie Park – find animals in different microhabitats. draw animals and plants that complete sentences using word Chn draw 2 3-step food chains - label Explain MRS GREN - movement, pond and woodland habitats and Give them a name, live there and write description with producer and consumer and respiration, sensitivity, growth, identify them using a key. draw them and write a of what it is like to live there. identify habitat. Draw 4-step food chain reproduction, excretion, nutrition sentence to say what Focus on conditions, weather, in concertina book. Draw map of habitats that they the habitat is like using food, survival. https://www.bbc.co.uk/bitesize/ found in woodland. Then draw word bank. topics/z6882hv/articles/zs73r82 and label animals that they found Play 'How do I survive?' game in woodland and pond. Did the two for range of animals. Sort cards into living/once lived/never microhabitats contain lived different creatures? Why? Draw an example of something that is living/once lived/never lived. Give 3 reasons why it is in this group.

TAPS focused assessment:

Key vocabulary to be explicitly taught

Topic-specific

living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survivel, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied

Plants unit link: light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling

To map a habitat and what is in it

Animals including Humans unit: offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, cat/kitten, caterpillar/butterfly)

To identify animals in

Working scientifically

observe, changes, patterns, grouping, sorting, compare, same, different, identify, measure, data, record results, drawing, picture, table, present, block chart, Venn diagram, ask questions, test, investigate, explore, equipment, resources, ruler, tape measure, metre stick, pipette, answer questions, interpret results, scientific enquiry, pattern seeking, comparative testing, observing over time, classifying, researching using secondary sources

Cross-	English – non-chronological report on animals and their habitats
<u>Cross-</u> <u>curricular</u>	Maths – venn diagrams, recording in table, pictograms
<u>links</u>	

^{*}SS – Snap Science