



Science – Living things and their habitats (Year 2)

Outcome: Create own micro habitat (bug hotel)

Biology



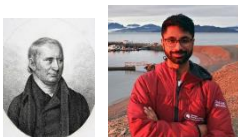
Prior Knowledge and Skills

- 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 wild and garden plants, including deciduous and evergreen trees (Y1 – Plants)
- Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 – Plants)

Ideas and inspiration:

William Kirby (The father of Father of modern entomology, the study of insects)

Prem Singh Gill (Polar Scientist who studies where Antarctic seals live, breed and feed).



Enquiries

Identifying, grouping and classifying



- Classify things found in the environment.

Observing over time

-Observe animals and plants in micro-habitats over a period of time.



Pattern seeking

-Generate questions for investigations, such as: Are there more daisies by the pond or on the field?



Vocabulary:

Living or dead: living, dead, never living, not living, alive, never been alive, healthy.

Habitats including microhabitats: depend, shelter, safety, survive, suited, space, minibeast, air.

Life processes: movement, sensitivity, growth, reproduction, nutrition, excretion, respiration.

Food chains: food sources, food, producer, consumer, predator, prey.

Names of habitats and microhabitats: e.g. under leaves, woodland, rainforest, sea shore, ocean, urban, local habitat.

Previously introduced vocabulary: senses, carnivore, herbivore, omnivore, seed, water, names of materials.

Developing Knowledge and Skills

Scientific Knowledge:



- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- 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 micro-habitats.
- 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 Towards

Within

Expected

Above

Working Scientifically: Plan

Working Towards

Within

Expected

Above



- Ask simple questions and recognise that they can be answered in different ways.

Working Scientifically: Do

Working Towards

Within

Expected

Above



- Identify and classify.

Working Scientifically: Record

Working Towards

Within

Expected

Above



- Gather and record data to help in answering questions.
- Use simple measurements and equipment (for example, hand lenses, egg timers) to gather data.

Working Scientifically: Review

Working Towards

Within

Expected

Above



- Use observations and ideas to suggest answers to questions..
- Talk about what they have found out and how they found it out.

Highlights:

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