**Year 2 – Living things and their habitats**

**Science Display:**Enquiry type symbols

Photographs

Vocabulary

**Things to include each half term:**

1 x active learning

1 x outdoor science lesson

3 x experiments/investigations

1 x child-led investigation

3 x enquiry type lesson

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| **Lesson 1: Living, dead, never been alive**  Identify & Classify  **Big Question – Is everything living?**  Discuss the different processes that are common to all living things – movement, respiration, nutrition, excretion, growth, reproduction. Chn to go on a walk outside and to collect/look at different things in the school environment. Back in the classroom, chn to look at the objects they have collected and they are to record whether they are living or dead in their books. Encourage the chn to think about other things they could add to each group.  Show chn a picture of a stone and ask which group they would put this into. Discuss how some objects have never been alive. | **Lesson 2: Habitats**  Identify & Classify and Research  **Big Question – Do all animals live in the same habitat?**  Take the chn outside and ask them to look for different animals. Back in the classroom discuss with the chn what they found and where they found it. Recap habitat and microhabitat with the chn. What do animals need from their habitat – shelter, light, food, water, air, warmth, safety from predators. Chn to have different animals and to match them to their habitats. Chn to imagine that they have shrunk and now they are the size of a minibeast – ask them which habitat they would like to live in and why. | **Lesson 3: Habitats**  Pattern seeking  **Big Question – Where can we find the most animals?**  Provide the chn with a minibeast identification sheet with minibeasts that the chn should be able to find around the school environment. Chn to visit a range of pre-determined habitats and make a tally chart to show the number of animals found in each habitat. Chn to decide which the most popular habitat is and to explain how the habitat provides for the different animals found there. |
| **Lesson 4: Habitats**  Observation over time  **Big Question – Where do woodlice like to live?**  Ask chn the big question and show them the different resources available for the experiment. How are the children going to find the answer out to this question.  Section off a shoebox and prepare different habitats. Chn to predict which habitat the woodlice would prefer and why.  Observe and explain findings.  \*child led investigation | **Lesson 5: Food Chains**  **Big Question – Where do animals get their food from?**  Chn to have pictures of a food chain on their table. Ask chn to put them in order of what eats what. Introduce ‘food chain’. Go through [BBC Bitesize - Food Chains](https://www.bbc.co.uk/bitesize/articles/z3c2xnb) with the chn and ask questions – where do plants get their food from? What is a producer/consumer? What is a predator? What is prey? Ensure chn are confident using the correct vocabulary. Take the chn outside and play ‘Foxes and Rabbits’. Chn to come back to the classroom and create their own food chains.  Challenge: Why is the tiger at the top of the food chain? What would happen if the deer were missing? | **Lesson 6: Animal Focus**  Research  **Big Question – How does the habitat of the school goats compare to that of mountain goats?**  Visit the school goats with the chn and discuss the features of their habitat. Chn to draw and label the features/take photo and chn to label.  Split chn into groups and ask them to research the habitats of mountain goats. Present their findings to the rest of the class. Chn to discuss the differences and record this in their oracy floorbook. |