

## National Curriculum

Pupils should be taught to:

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 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.

## Vocabulary

Reproduction

Pupa

Spawn

Compare

Living dead alive

Habitat micro habitat

Suited

Depend

Food chain

## Snapshot overview

### Living or dead never alive?

Hook: scenario cards for children to debate.

Is a flame alive? Is a deciduous tree dead? Is a moving toy alive?

Children record their own ideas in groups. Give reasons as to why it is or is not alive.

Sort and classify picture into 2 columns – living, dead, never alive.

### Exploring microhabitats

Hook: pictures of habitats – what things dead or alive would you find here?

Introduce microhabitats.

Explore microhabitats in the school area – what is a microhabitat, what ones can you find in school? Children record **in books** what they find using guide to common

### Plan/build microhabitats

Plan a class microhabitat. What will you need – think about the basic needs of minibeasts– food and shelter.

Build Microhabitat. Photo and comment **in books**.

### Exploring features of habitats and how they meet the needs of plants and animals

Google expedition to introduce idea of different habitats. Children to explore and investigate how different habitats provide for the basic needs of different animals and plants.

### Food chains

Children are given cards with plants and/or animals on. If you are a plant stand here, if you eat plants stand behind them, if you eat these animals stand behind them. This is a food chain.

Can you group yourselves into a food chain – discuss with your classmates different sources of food for different plants and animals. Present to the class and record examples of food chains **in books** using images, labels and writing.

Lessons 6 and 7: Build a collage!

### FINAL PRODUCT - How living things live in habitats to which they are suited –

Split class into 4 groups. Each group will produce a collage of a different habitat (3 habitats and one microhabitat).

They will do this on A3 paper or card to show the main features of the habitat/microhabitat and what plants and animals live in that habitat. Each group round robin to add to other collages. All 4 collages stuck **in books**. Add observations from children.

(Review what was in Microhabitat (not a lesson – an ongoing observation))

## Medium Term Planning

Year Group: 2 Term: Spring 2 Topic: animals and their habitats.

	Learning Objective	Input (including key questions and vocabulary)	Differentiation	How will the learning be assessed?
Session 1	I can say whether something is living, dead or has never been alive.	<p><b>Starter:</b> Refer to vocab boards on working wall and discuss meaning of vocabulary</p> <p><b>Hook:</b> Children are given different scenario cards for them to debate in groups or pairs to stimulate discussion on how you know if something is living, dead or has never been alive e.g. Is a flame alive? Is a deciduous tree dead? Is a moving toy alive? Children record their own ideas in groups. Give reasons as to why it is or is not alive. Link this with other knowledge about e.g. <i>materials</i> (difference between an object and what it is made of, a toy is made of wood, which was once alive). Also link to <i>humans and other animals</i> and their needs.) Sort and classify pictures into 3 columns – living, dead, never alive. Photocopy for books - Higher ability chn can create own table and write it themselves. What are the main features of something that is alive? What are the main features of something that is dead? What are the main features of something that has never been alive?</p> <p><b>Plenary:</b> Discuss what we have found out. Create a class column list for the working wall.</p> <p>Questioning</p>	<p><b>Emerging</b> – given real objects to explore to scaffold learning e.g. a wooden toy, a lego piece, a metal spoon, picture of a candle, meat, animals and plants.</p> <p>Challenge – given a more complex set of objects/items which may be both categories e.g. a spade, which is made of wood and metal, cake (contains egg), a jumper (cotton/wool) as well as living or dead.</p>	Discussions Questioning Sorting
Session 1	I can identify and name a variety of plants and animals in their microhabitats.	<p><b>Starter:</b> Refer to vocab boards on working wall and discuss meaning of vocabulary</p> <p><b>Exploring microhabitats</b> <b>Hook:</b> pictures of habitats – what things dead or alive would you find here? First discuss what a general habitat is. Look at broad habitats, e.g. desert, rainforest, ice/snow, ocean, woodland, seashore. Who lives in a habitat like this? Refer back to BRAMF - what type of animal is suited to this habitat and why? Discuss adaptation/evolution - how is this animal suited to this habitat (e.g. Polar bear, white fur for camouflage). Discuss other examples</p>	Support: pre teach of the vocabulary needed for	Questioning Groups work Observation Recorded findings.

2		<p>Introduce microhabitats, what is a microhabitat? What does 'micro' mean? What examples of a microhabitat can we think of in our local environment?</p> <p>Chn to go outside and work in small groups to record what they see (clipboard to tick findings, make tallys) Explore microhabitats in the school area using magnifying glass <a href="https://www.youtube.com/watch?v=Eul6x1lomns">https://www.youtube.com/watch?v=Eul6x1lomns</a> (related video)– what ones can you find in school?.</p> <p>come back to class and discuss what we saw - use the information chn gathered to discuss. Record what they find using guide to common animals/insects/plants and stick in books, fill in the missing labels to name plants and animals.</p> <p>• <b>(working scientifically link:</b> observing closely, using simple equipment, identifying and classifying)</p> <p>Plenary: What did you expect to find? What did you think you would find? What were you surprised by? What didn't you find that you know is in our area? Do we see these plants/animals all year round e.g. did you see a caterpillar why/whynot? - class discussion. Investigating, presenting evidence.</p>	<p>today with pictures so chn are prepared for when they go outside.</p> <p>Support: guided by adult outside, support to name the basic plants and animals - vocab support.</p> <p>challenge: Why did you spot an animal/plant where you spotted it - why do things live where they live (link back to living things, link back to plants year 1)</p>	
S e s i o n 3	<p>I can identify how a microhabitat in my local area can provide for the basic needs of different kinds of animals and plants.</p>	<p>Starter: Refer to vocab boards on working wall and discuss meaning of vocabulary <b>Planning/building microhabitat</b> Review findings from previous lesson – what living things were found in our school grounds. What are their needs for survival (food, air, water, shelter). Plan a class microhabitat on sugar paper.. What will you need – think about the basic needs of minibeasts– food and shelter?</p> <p>Build Microhabitat thinking about materials, ways of organising the materials, site of microhabitat. <i>Note: Wildlife Trust recommends organic/natural materials including moss, logs, pinecones, hay, bark chips, grass.</i> <a href="https://www.google.co.uk/search?safe=strict&amp;source=hp&amp;ei=lx_9XPYHOZCakwXZ27qoAq&amp;q=make+a+bughotel&amp;oq=make+a+bughotel&amp;qs_l=psy-ab.12..0i1312j0i13i5i30i8.1350.10159..10749...4.0..1.271.2097.11j8j1.....0....1..qws-wiz.....0..0j0i131j0i10j0i13i10j0i22i10i30.N_FASwMvOwM#kpvalbx=1&amp;spf=156009245614">https://www.google.co.uk/search?safe=strict&amp;source=hp&amp;ei=lx_9XPYHOZCakwXZ27qoAq&amp;q=make+a+bughotel&amp;oq=make+a+bughotel&amp;qs_l=psy-ab.12..0i1312j0i13i5i30i8.1350.10159..10749...4.0..1.271.2097.11j8j1.....0....1..qws-wiz.....0..0j0i131j0i10j0i13i10j0i22i10i30.N_FASwMvOwM#kpvalbx=1&amp;spf=156009245614</a></p>	<p>Support: pre teach of the vocabulary needed for today with pictures so chn are prepared for when they go outside.</p> <p>Challenge: What if your microhabit was in a hotter country? A colder country? What would need to be different if..... (e.g. the plants were bigger, the animals didn't have water etc).</p>	<p>Questioning Groups work Observation Recorded findings. Practical work.</p>

		<p><u>Z</u></p> <p><i>Predict, what minibeasts do you think will live here? Why? Do you think you can add anything to attract more minibeasts – e.g. old fruit, water? Class to monitor and observe microhabitat regularly.</i></p> <p><b>(Take photographs of building/microhabitat for books and add a comment from children as to how their microhabitat meets the needs of animals and plants.)</b></p> <p><b>Working scientifically link</b> - using their observations and ideas to suggest answers to questions</p> <p>Questioning, predicting, investigating.</p>		
<p>S e s s i o n 4</p>	<p>I can explore features of habitats and how they meet the needs of plants and animals.</p>	<p>Starter: Refer to vocab boards on working wall and discuss meaning of vocabulary</p> <p>Refer back to lesson 2. Global habitats. Discuss the survival needs for a range of different bigger animals, e.g. lion, polar bear, shark. Where could they live? Why do these habitats meet their needs.</p> <p>Using ICT resources (Ipads or computers) use Google Expedition to introduce idea of different habitats. Use the 'habitats' guide to explore the 7 different habitats. Children to explore and investigate how different habitats provide for the basic needs of different animals and plants. Look through the different habitats, press on the little white buttons and find out who lives in each habitat.</p> <p><b>Record findings of different examples of how animals have adapted to the environment or how the environment meets the needs of that animal - what have they seen in the environment that suits that animal as a group/pair on sugar paper and keep as evidence/working wall. Refer back to what animals need to survive and BRAMF.</b></p> <p><b>Plenary: Each group to choose a different type of habitat and present to class what animals would live there and why.</b></p> <p>Questioning, investigating, presenting evidence.</p>	<p>Support: pre teach of the vocabulary needed for today with pictures so chn are prepared for when they go outside.</p> <p>Challenge: Can you think of another animal that would be suited to this environment. What would humans need to survive in the environment. Can an animal be suited to more than one habitat?</p>	<p>Discussion Questioning Group findings.</p>
<p>S e s s i</p>	<p>I can describe how animals obtain their food from plants and</p>	<p>Starter: Refer to vocab boards on working wall and discuss meaning of vocabulary</p> <p>Recap carnivore/ omnivore/ herbivore knowledge from Y1 (can use powerpoint from year 1) – which animals are which? How do you know?</p>	<p>Support - pre teach vocab for today's session</p> <p>Challenge: Are all food chains the same length?</p>	

<p>o n 5</p>	<p>other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Children are given cards with plants and/or animals on. If you are a plant stand here, if you eat plants stand behind them, if you eat these animals stand behind them. This is a food chain. (e.g. Lettuce → rabbit → fox) Arrow to indicate energy flow from left to right. Discuss the arrows on a food chain - which way do the arrows go and why? discuss energy from food sources.</p> <p>Give chn animal/plant cards - Can you group yourselves into a food chain? – discuss with your classmates different sources of food for different plants and animals. Record examples of food chains in your books using images, labels and writing. Again discuss the arrows and how the energy moves.</p> <p>Model drawing a simple food chain using the animals from the cards they have done as a group.</p> <p>chn to draw in books a simple food chain in books - chn to write a sentence (or scribe if needed to) how their food chain works and what is important.</p>	<p>Do any animals share the same food? What happens when you get to the top of the food chain? What animals are at the top of their food chain (refer back to Wolves at new forest wildlife park).</p>	
<p>S e s s i o n 6 &amp; 7</p>	<p>I can describe how different habitats provide for the basic needs of different kinds of animals and plants.</p>	<p>Lessons 6 and 7: Build a collage! <b>FINAL PRODUCT</b> Split class into 4 groups. Each group will produce a collage of a different habitat. They will do this on A3 paper or card to show the main features of the habitat/microhabitat and what plants and animals live in that habitat e.g. use yellow tissue paper for sand in a desert, green paper to show a cactus and brown paper for a camel.).</p> <ul style="list-style-type: none"> <li>• THREE groups will produce a habitat and one will produce a microhabitat.</li> <li>• They can choose between the habitats we have been studying e.g. desert, rainforest, ocean, woodland.</li> <li>• Include and label different animals and plants.</li> <li>• Include evidence of how animals/plants are suited to the environment (e.g scribing/written label, speech bubble on collage)</li> </ul> <p>After these are completed, each group has a chance to “round robin” to other collages, to add post-its including their knowledge of habitats and animals that live there.</p> <p>All 4 collages to be photocopied and stuck in books. Add any individual observations from the children as quotes in books.</p>	<p>Challenge: Give children other examples of habitats e.g. the moon / side of a volcano / bottom of the ocean. What are the features of this environment? Can animals survive there? What would they need? Can you design an animals to suit this habitat?</p>	<p>Final product Questioning Labels Reasoning</p>

		Plenary: Class discussion - sum up the learning - what do we now know that we didn't know before - write a list/thought shower of everything they now know for the working wall.		
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Impact:

- To be able to identify a range of things that are alive, dead, have never been alive.
- To be able to identify a range of different habitats including rainforest, ocean, woodland, seashore.
- To explore the needs of a range of different types of animals (lion, polar bear, shark, birds, minibeasts) and what they need in a habitat to survive – food, air, shelter, water. How are they suited to their habitat?
- To be able to identify and name a variety of plants and animals in their habitats, including microhabitats in their local area.
  
- To be able 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.