

# Medium term Plan for Science

Y2 Living things and their habitats

Spring 2

<b>Class Text:</b>		<b>Hook:</b> Area hunt
		<b>Topic Reflection:</b>
<b>Scientific Enquiry:</b>		
<b>Scientific Strands</b>		<b>vocabulary</b>
<b><u>EYFS + KS1</u></b>  Plants Living things & their habitats Animals including humans Everyday materials Light Sound Seasonal changes	<b><u>KS2</u></b>  Electricity Earth and Space Forces and Magnets Sound Light States of matter Properties & changes of materials Rocks Evolution and inheritance Living things & their habitats Animals including humans Plants	<b><u>Tier 1:</u></b> alive, dead <b><u>Tier 2:</u></b> organise, describe, explain, identify, link, compare, familiar, never <b><u>Tier 3:</u></b> habitat, microhabitat, food chain, rainforest, grassland, meadow, seashore, woodland, ocean, shelter, forest
<b><u>Previous Skills</u></b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores		<b><u>Previous Knowledge &amp; Understanding</u></b> Deciduous trees are trees that shed their leaves once a year, usually during the season of autumn, when their leaves are mature, or fully grown. An evergreen is a tree or plant that doesn't shed its leaves in the winter, but stays green all year. The function of the roots, stem and flower. All animals including humans can be grouped Human beings are mammals Animals from the same group have features in common

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  
Observe changes across the four seasons

A carnivore eats meat, an omnivore eats meat and plants, a herbivore eats plants  
Animals can be wild or domesticated  
All living things grow and change.

	<u>Concepts</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>
<b>Lesson 1</b>	LO: To be able to identify whether things are alive, used to be alive or have never been alive.		Children will investigate the school grounds for living things. They will record what they find and then sort into alive, used to be alive or never been alive.	I can participate in an area hunt. I can record the things I see around the school grounds. I can sort the things I find into whether they are alive, used to be alive or have never been alive.	I can say how I know that things are alive or not.	I can participate in an area hunt. I can sort the things I find into alive/never alive.
	<b>Working scientifically:</b> Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns					
<b>Lesson 2</b>	LO:					

	<b>Working scientifically:</b>				
<b>Lesson 3</b>	LO:				
	<b>Working scientifically:</b>				
<b>Lesson 4</b>	LO:				
	<b>Working scientifically:</b>				

**Lesson 5**

LO:

**Working scientifically:**

**Lesson 6**

LO:

	<b>Working scientifically:</b>				
<b>Endpoints:</b>	<b>Knowledge:</b>  The changes that happen during puberty.  <b>Skills:</b>				