



| Autumn 2 | Living things and their habitats | | | | | |
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| Prior learning | EYFS -natural world and different environments; | | | | | |
| Lesson objective | Explore and compare the differences between things that are living, dead, and things that have never been alive | Identify and name a variety of plants and animals in a microhabitat | Design a suitable microhabitat where living things could survive | Find out what animals eat to survive in their habitats | Understand a food chain | Understand the journey food makes from the farm to the supermarket |
| Key vocabulary | Senses, nutrition, reproduce, excrete, respire | Habitat, microhabitat, fungi, survive, shelter | Antennae, suitable, condition, colony, insect | Producer, consumer, herbivore, carnivore, omnivore | food chain, life cycle, nutrients, rot, caterpillar | Automated, frozen food, forklift truck, refrigerated lorry, canned |
| Creative context | | | | | | |
| Substantive knowledge | Explore and compare the differences between things that are living, dead, and things that have never been alive | Identify and name a variety of plants and animals in their habitats, including microhabitats | 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 | Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain | Identify and name different sources of food |
| Disciplinary knowledge | Identifying and classifying | Observing closely, using simple equipment | Using their observations and ideas to suggest answers to questions | Asking simple questions and recognising that they can be answered in different ways Gathering and recording data to help in answering questions | Using their observations and ideas to suggest answers to questions | Using their observations and ideas to suggest answers to questions |

Science – Year 2



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| <p>Recorded learning</p> | <p>Classification walk. Children to sort things into those that are living, dead and have never been alive</p> | <p>Children to observe a microhabitat: playground, a park or a woodland. Encourage the children to look underneath logs and in the soil. They should write or draw the insects and plants they find.</p> | <p>Children to design and, if possible, create their own microhabitats.</p> | <p>Children select a photograph they would like to study. In pairs, the children must: Identify the animals in the pictures. Pose their own questions about what each animal eats. Research what each animal eats using the internet or books.</p> | <p>Design their own food chain by drawing and writing a paragraph to explain their ideas.</p> | <p>Using the handout, ask the children to identify where their food comes from. (see Developing Experts)</p> |
| <p>Future learning</p> | <p>Year 4 food webs, classification; Year 5 life process; Year 6 classification</p> | | | | | |