



Edenfield C E Primary School

Medium Term Plan - Sequence and Progression

Subject: Science

Unit: Year 2 – Living things and their habitats

Key Vocabulary

- Animals, plants, habitat / micro-habitat, living / dead / never been alive, suited to, survive, basic needs, food chain, seashore, ocean, woodland, rainforest.
- Expressions to describe location e.g. within, under, next.
- Comparative phrases: smaller than, larger than, longer than, shorter than, more..., long, longer, longest, small, smaller, smallest, similar to, different from.

Lesson Sequence

1. To compare what is alive and what isn't – compare a model animal to a real one
2. To sort objects that are alive, dead or have never been alive – create a treasure hunt and ask the children to sort the objects afterwards.
3. To observe natural habitats in the school grounds – Take the children on a walk through natural habitats. Take photographs and collect leaves, twigs etc for a nature display/scrapbook.
4. To identify different habitats and record the number of insects living there.
5. To compare and contrast how different habitats suit different animals.
6. To observe and discuss how habitats may change due to human impact
7. To create a habitat in the school grounds
8. To describe how animals obtain their food
9. To create a simple food chain

By the end of the unit pupil will know:

- 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.
- There are different kinds of habitat near school which need to be cared for.
- Habitats provide the preferred conditions for the animals/plants that live there.

Skills

Working Scientifically

- Sorting and classifying things as to whether they are living, dead or were never alive.
- Recording their findings using charts.
- Describing how they decided where to place things.
- Exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?'
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