Science Learning Journey	Year 2 Summer 1	

Theme Overview	Project Outcomes
Pupils should be taught to: 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; to explore and compare the differences between things that are living, things that are dead and things that have never been alive. 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.	To know the difference between living things and non living things. To complete a simple food chain. To talk about animals and plants within a habitat and compare 2 different ones.

Longitudinal study: To visit their class area (Rowan garden by cabin, Hazel – pond area)

Take photos, observational drawings of area. Make predictions of things that they think will change over the year.

Skills Focus	Sequence of Learning		
Main Skills Focus: **To make predictions.** **To record results in a table** **To draw conclusions from their testing.** **To take part in a fair test** **Linked Skills Focus:** **Teaching science skills and techniques at Mrs Bland's Infant School.** • we encourage the children to think that we can all be scientists.	**Lesson 1** **WALT:** compare the differences between things that a living, dead and have never been alive. answer questions about things that are living, dead or have never been alive. **Mental/Oral Starter:** In pairs/small groups, children discuss thing that we do as humans that let us know we are alive. Record ideas on the board. **Main input:** Using the lesson PPT, introduce children to the seven life processes and the mnemonic 'Mrs Gren' giving examples of how these processes appear in plants and animals (including humans). Refer back to children's ideas and discuss which of the life processes their ideas link to.	Lesson 2 **WALT:** map a habitat and identify what is in it. Classify objects as those that are living, dead and those that have never been alive. **Mental/Oral Starter:** *What do humans need to stay alive?* Recap the seven life processes and discuss how humans and all other living things need certain conditions to stay alive and healthy. Discuss how humans have adapted their habitats so that they meet the right conditions to keep us healthy and safe. **Main input:** Use the PPT to introduce children to the following British habitats: urban habitats, woodland, ponds and coastal habitats. Remind children how the seven life processes can be used to identify if something is living, dead or has never been alive. In pairs, children to identify the objects in a habitat that	**Lesson 3** **WALT:** Identify animals in their habitats. **Mental/Oral Starter:** Use the PPT to introduce children to the key vocabulary for this lesson and to a number of common minibeasts. **Main input:** *Do all minibeasts like living in the same microhabitat?* In pairs, give children time to consider how they could find out the answer to this question. Share ideas with the class. Explain that the children are going to investigate the answer to the questions by finding two different microhabitats in the local environment and counting the different minibeasts they find there. Think about the maps you created last lesson – *did you identify anywhere that you could find a microhabitat?* Take the children outside to the outdoor learning areas. Encourage children to look

• We are curious, we share ideas, explore our environment and ask questions to find out the answers to things we don't not know yet.	Distribute the living or non-living cards and sorting hoops labelled 'living' and 'non-living' and model how to sort the cards into the appropriate hoop by considering if the item does or does not demonstrate life processes. Children to sort all cards and give reasons for their choices. Share with the class. Use PPT to show items and discuss whether they are living, dead or were never alive. Encourage children to explain how they know and to reference the life processes in their answers. Talk about changes etc. the pine cone is no longer attached to the tree. **Activity:** children to complete activity sheet showing whether items are living, dead or were never living. **Plenary:** Quick fire – living, dead or never alive using images on the PPT.	are living, dead or have never been alive before feeding back to the rest of the class. Explain to the children that today we are going to visit a habitat to find living, dead and never-living things. We will then be creating a map of the habitat. Take children out to pond area to explore: *What living things can you see?* *What can you see that used to be living?* *What can you see that was never living?* *What animals would be suited to this habitat?* *What animals wouldn't?* Bring children back into the classroom and model how they will create their maps of the pond habitat. **Plenary:** Share your map with a partner – *what are the similarities and differences?*	under rocks, logs, in bushes, long grass etc. to locate microhabitats and minibeasts. Using magnifying glasses, children to survey the microhabitats and count up the number of each minibeast they find there, recording them on their activity sheet. **Activity:** Children to work in mixed ability pairs to create a pictogram to show how many minibeasts they found in the microhabitats. **Plenary:** Revisit earlier question – *do all minibeasts like living in the same microhabitat?* Share ideas.
	Lesson 4 **WALT:** describe a habitat and identify animals that live in it. **Mental/Oral Starter:** Use the PPT to introduce the children to the following habitats; the ocean, the Arctic, tropical rainforest and the desert. Split children into groups and designate a habitat for each group to research. **Main input:** Briefly introduce the idea of research. Using i-pads/chrome books children will research their given habitats and record their findings on the activity sheet. Habitats and the environment - KS1 Science - BBC Bitesize is a great website to start on! Children to collect their research and then practise presenting this to the class.	**Lesson 5** **ALT:** Identify how an animal is suited to its habitat. Explain how living things in a habitat depend on each other. **Mental/Oral Starter:** Prompt the children to recall what they have learn about the world habitats they researched in the previous lesson. *What are the special conditions of these habitats? What animals and plants live there?* **Main input:** Put children in small groups to play the 'world habitats game'. Rules are outlined on the PPT. Spend 10 minutes on the game. Work through the PPT to discuss how living things in a habitat depend on one another to	**Lesson 6** use a food chain to show how animals get their food. **Mental/Oral Starter:** *What are herbivores? Carnivores? Omnivores?* As a whole class, think of examples of each and possible sources of their food. Revise from Year1 **Main input:** Use the PPT to introduce children to the idea of a food chain and key vocabulary. Discuss the living things shown on the PPT and how they can be arranged into food chains. Give children time to draw a simple food chain on a whiteboard before they feedback to the class. Work in small groups to arrange activity cards to show as many food chains as possible.

	invite groups to the front to share the information they have found. TA to record pupil voice. Encourage other children to think about and ask questions after each group presents their research. **Plenary:** Using the PPT, children to consider an animal from each of the four habitats and suggest how it survives in its environment. Share ideas.	stay alive – look at the example of a squirrel, an oak tree and a fox. Children to complete the differentiated dependency activity, labelling a habitat with living things and a brief description of their dependencies to show how the living things in their habitat depend on each other to stay alive. **Plenary:** *How do humans depend on other living things for survival? What living things depend on us?* Discuss and share ideas.	**Activity:** children to use the template provided to create a food chain mini concertina book. Children to label each living thing in the food chain as differentiated below. **Plenary:** create a food chain including the animals on the PPT – *what habitat do they belong to?*