L Asghar

Subject –Science Spring 1 Year 2 Living things and their habitats

TAPS Assessment: **Habitat Hunters** Identify and name a variety of plants and animals in their habitats, including micro-habitats

Key vocabulary: • Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed • Names of local habitats e.g. pond, woodland etc. • Names of micro-habitats e.g. under logs, in bushes etc.

National Curriculum	Week	NC - Coverage	Disciplinary Knowledge	Factual Knowledge	Activity Outline
The national curriculum for Science aims to ensure that all pupils: **Working Scientifically Key stage 1** Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: § asking simple questions and recognising that they can be answered in different ways § observing closely, using simple equipment § performing simple tests § identifying and classifying § using their observations and ideas to suggest answers to questions § gathering and recording data to help in answering questions **Subject Content** • Knows and can explain the differences between things that are living, dead, and things that have never been alive • Knows that most living things live in habitats to which they are suited • Knows and can describe how different habitats provide for the basic needs of different kinds of animals and plants,	1	I know and can explain the differences between things that are living, dead, and things that have never been alive	I can sort objects by given criteria and records my findings in a simple prepared table.	I know that all cts are either living, dead or have never been alive. (Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g., leaves and twigs, shells, fur, hair and feathers) (This is a simplification, but appropriate for Year 2 children.)	Children to complete KWL grid assess their knowledge/recall of habitats/ plants and animals. Introduce key vocabulary. BBI – Take children out and collect a range of little objects. Ask children to think about whether the things they have collected are living or dead. Ask the children to record the living and dead things (on a pre-prepared table) they have found in the playground and add any other living and dead things they can think of.
	2	Identify and name a variety of plants and animals in their habitats, including micro-habitats	See TAPs Assessment	I know that a habitat provides the basic needs of the animals and plants – shelter, food and water. I know examples of habitats such as a pond or woodland and animals/plants that live there.	Discuss with children how animals and plants live in a habitat to which they are suited. Share meaning of 'habitat' before taking children outside to explore 'living things' and their outdoor habitats and microhabitats. Record evidence of their findings. TAPs Assessment
	3	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	Observe animals and plants carefully, drawing and labelling diagrams.	I know the key features which mean the animal or plant is suited to its habitat.	Give children a sheet to name some animals and link them to their habitat. Ask children to choose an animal that they are already familiar with, from a **different**

and how they depend on each other • Knows and can name a variety of plants and animals in their habitats, including micro-habitats • Knows and can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and make the different sources of food. **School Context** Animal visits in school Common Misconceptions Some children may think: • an animal's habitat is like its 'home' • plants and seeds are not alive as they cannot be seen to move • fire is living • arrows in a food chain mean 'eats'		plants, and how they depend on each other.		E.g. How do penguins survive.	**habitat. Children to** draw it in its habitat and write which features enable it to be suitable for its habitat.
	4	Identify and name a variety of plants and animals in their habitats, including micro-habitats.	I can name the animals I find and record the number found using tally marks.	I know that different types of animals live in different micro-habitats because of the different conditions e.g. damp, dry, dark, light.	Take children outdoors and ask them look for animals in two different micro-habitats – e.g. in the flower bed and under a log. Ask children to record what they find on a prepared table (tally). E.g. animal, habitat 1, habitat 2
	5	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.	I can present my data in a prepared pictogram.	I know that less/more of specific animals/plants are found in a habitat if they are suited/ not suited to the habitat– linking it to food, water, protection and shelter and conditions of the microhabitat light or dark, damp or dry.	Using the data children have collected in their previous lesson, children to compare the animals found in one micro-habitat by presenting it as a pictogram. Can children suggest reasons why less/more of specific animals are found in that habitat – linking it to food, protection, shelter.
	6	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.	Create simple food chains for a familiar local habitat from first hand observation and research.	I know how to construct a food chain that starts with a plant and has the arrows pointing in the correct direction.	Give children images of a flower, caterpillar and a bird and ask them to order themselves according to what they eat. Repeat with different animals. Explain that this way of displaying information is called a food chain. Show children how to draw the arrows to complete a food chain. Display information about what different animals eat on the board for the children to create further food chains.