

Subject –Science Summer 2 Year 2 Living Things and their Habitats

TAPS Assessment: Nature Spotters

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	Substantive Knowledge	Activity Outline
<p>The national curriculum for Science aims to ensure that all pupils:</p> <p>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:</p> <ul style="list-style-type: none"> § 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 <p>Subject Content</p>	1	<p>Knows and can explain the differences between things that are living, dead, and things that have never been alive</p> <p>Knows that most living things live in habitats to which they are suited</p>	<p>I can gather suitable objects to match a range of criteria and choose my own criteria for sorting.</p>	<p>I know that objects are either living, dead or have never been alive.</p> <p>I know that living things are plants (including seeds) and animals.</p> <p>I know that 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.)</p> <p>I know that an object made of wood is classed as dead.</p> <p>I know that objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels).</p>	<p>Children to complete KWL grid assess their knowledge/recall of habitats/plants/animals. At this point children should also be able to complete what 'what I know' with greater depth as part of this unit has been taught in Spring. Reintroduce key vocabulary.</p> <p>BBI –Take children outside again in the summer to compare the types of plants and animals children found in a habitat. Children to understand that the plants/animals in the habitat depend on each other. While outside children to be given egg boxes/containers to gather living/dead and never alive objects.</p> <p>Using hoops and chalk on the playground ask children to sort these objects using their own criteria. Capture group and individual evidence orally.</p>

<ul style="list-style-type: none"> 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, 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. 	<p>2</p>	<p>Knows and can name a variety of plants and animals in their habitats, including micro-habitats</p> <p>TAPS assessment</p>	<p>Identifying and classifying –</p> <p>I can use spotter sheets to identify plants/animals.</p> <p>I can classify the types of plants/animals that I have found.</p>	<p>I know the name of a variety of plants and animals in their habitats e.g. I know that there is a ladybird on the leaf, it has red wing casing and black spots (commonly found). It is an insect with three pairs of legs.</p>	<p>Explore simple classification keys/spotter sheets – select appropriate for your local habitat (in or out of school grounds) and season, for example: http://www.woodlandtrust.org.uk/naturedetectives/activities</p> <p>Take the children on a nature hunt to explore the habitat. Groups could explore leaves/blossom/trees, flowers, invertebrates (mini beasts), pond life... as appropriate. Remind children about careful handling of animals, returning any creatures to their habitat, not picking wild flowers, not eating, washing hands on return. Children use spotter sheets to identify and classify plants and animals they encounter.</p> <p>Return to class to discuss their findings. Classify the types of living things found, asking for reasons why their animal does / does not belong to a classification group. See TAPS assessment for further details.</p>
<p>School Context</p> <p>Animal visits in school</p> <p>Common Misconceptions</p> <p>Some children may think:</p> <ul style="list-style-type: none"> 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' 	<p>3</p>	<p>Knows and can name a variety of plants and animals in their habitats, including micro-habitats</p>	<p>I can name the animals I find, draw and label my table and record numbers using tally marks.</p>	<p>I know that different types of animals live in different microhabitats because of the different conditions e.g. damp, dry, dark, light.</p>	<p>Similarly, to their lesson in Spring, take children outdoors and ask them to identify two different micro-habitats – e.g. in the flower bed and under a log. See https://www.dkfindout.com/uk/animals-and-nature/habitats-and-ecosystems/rotting-log/ for the range of animals/plants found on a log. Ask children to record what animals they find on their own tables (tally). E.g. Habitat 1: under stones in the forest school. Animals (ants spiders, snails) Children should attempt to draw and label their own tables. Children will use this data next lesson to compare changes in micro-habitats over two different seasons.</p>
	<p>4</p>	<p>Knows and can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> Knows and can name a variety of plants and 	<p>I can compare sets of data using a block diagram or pictogram. I can use my data to help answer my question.</p>	<p>I know that the conditions (e.g. damp, dry, dark, light) in different microhabitats affect which plants and animals live there. I know that the plants and animals</p>	<p>Children to choose one habitat explored in the previous activity and present their findings in a graph. E.g the types of animals/plants found on a decomposing log. Children to present data in a range of ways e.g. pictogram or block graph. Children to then use this data to help consider which were the most and least numbers of animals & plants are found there and why.</p>

		animals in their habitats, including micro-habitats		in a habitat depend on each other for food and shelter.	
5	Knows and can 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 perform simple tests using simple equipment and I can record my data.	I know that animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. I know what the animals eat in a habitat and how plants provide shelter for them.	Research creatures in larger habitats and ask: why do these living things live there? Children to understand that habitats can be small and local e.g. pond/woodland but can also be extensive e.g. ocean, desert, rain-forest. Play habitat game (match the animal/habitat correctly). The habitat provides the basic needs of the animals and plants – shelter, food and water. Explain how plants/animals in a habitat depend on each other for food, shelter in a habitat. Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed found on the beach cannot live in our pond because it is not salty. Children to research a habitat e.g. rain-forest and annotate/draw how animals/plants are dependant on each other.	
6	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.	I can observe animals and plants carefully, drawing and labelling diagrams. I can use my first-hand observation and research to create simple food chains for a familiar local habitat.	I know that animals obtain their food from plants and other animals can be shown in a food chain. I know how to construct a food chain that starts with a plant and has the arrows pointing in the correct direction.	Recap food chains (taught in Spring) provide children with images of a flower, caterpillar and a bird and different animals – ask children to order them according to what they eat. Recap how to draw the arrows to complete a food chain. Take children outside to observe parts of food chains in the school grounds. Children to role-play the inter-dependence in food chains with different animals and consider what part each plays in its survival. Ensure children are able to classify living things as carnivores, herbivores and omnivores correctly.	