Samuel Allsopp
Primary & Nursery School

MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Year 2		SCIENCE- Habitats	
WEEK 1 **DATE: 02.09.24**	**WEEK 2** **DATE:09.09.24**	**WEEK 3** **DATE:16.09.24**	**WEEK 4** **DATE:23.06.24**	**WEEK 5** **DATE:30.09.24**	**WEEK 6** **DATE:7.09.24**
LO: To identify some of the characteristics of living things. **Success Criteria:** I can ask questions to find out what living things have in common. I can name some of the life processes. I can give examples of how life processes apply to plants and animals. **Main Event**: Children in groups of five and assign each group one of the six life processes (movement, sensitivity, growth, reproduction, excretion and nutrition). Inform the children that they will work in their group to practise and perform a short presentation about their assigned life process. Children to use the presentation group plan. **Support:** Could be allocated a non-speaking part in the group presentation; could be given a simple sentence (written down if needed) to practise and say. **Challenge:** Could perform their own presentation (or with a partner) in which they include more than one life process; could identify differences in how each life process is observed in plants and animals.	**LO:** To recognise the difference between things that are alive, were once alive or have never been alive. **Working scientifically:** To classify objects into groups**.** **Success Criteria:** I can recall some of the life processes. I can name objects that are living, were once alive or have never been alive. I can classify objects into groups, giving reasons for my choices. **Main Event**: Taking the children outside, each child completes the activity: Classifying objects table. Explain that they will work with a partner to find five objects and record them in the correct column of the table. Display word bank and children to complete activity: Classifying objects in books. **Support:** Could use the Resource: Alive or dead cards to classify objects; could verbally explain their reasoning to an adult. **Challenge:** Should include the super science words on the Presentation: Word bank when completing the independent writing task, e.g. the metal bin and the concrete bench have never been alive. They do not need nutrition to grow and do not excrete waste.	**LO:** To identify plants and animals in different habitats. **Success Criteria:** I can name four different habitats. I can match animals and plants to their habitats. I can describe what a habitat is like. **Main Event**: children into pairs and complete activity Four habitats (one each). Pairs should move around the space and find information for each habitat. **Support:** Could have their own copy of the Resource: Habitat cards to sort into labelled hoops (woodland, ocean, rainforest and coastal); could complete the activity by drawing pictures of plants and animals instead of writing them down. **Challenge:** Could add additional animals and plants to the Activity: Four habitats; could write a sentence explaining what each habitat provides for the plants and animals that live there, e.g. a seagull can find crabs to eat in the rockpools; mice can use hollow tree branches to hide from predators; seaweed floats close to the ocean's surface so it can use the Sun to make food; chimpanzees can find plenty of bananas to eat in the rainforest.	**LO:** To identify how a habitat provides animals and plants with what they need to survive. **Working scientifically:** To carry out research to find answers to questions. **Success Criteria:** I can use a website to retrieve information. I can name woodland plants and animals. I can give examples of how animals use the woodland habitat for food and shelter. **Main Event**: Children will use a website to research a fox, a hazel dormouse and a barn owl. Activity: Animal fact cards (one each) and the devices (one between two). Instruct the children to complete the task using the Woodland Trust website. Children to engage in animal hotseat. **Support:** Could research and record examples of plants and animals which live in the woodland habitat and record these in a table with the headings: plants and animals. **Challenge:** Could retrieve information about the great spotted woodpecker and how it has adapted to survive in a woodland habitat; could present their findings to the class.	**LO:** To recognise how animals and plants depend on each other. **Success Criteria:** I can name animals in a rainforest and ocean habitat. I can recall that a plant produces its own food. I can give examples of how animals and plants depend on each other. **Main Event:** Children to work with a partner to develop actions for the words producer, prey and predator. Children to complete the activity: How do living things depend on each other? (one between two) and ask the children to draw a line to match the final jigsaw pieces to the sentence starters. Instruct the pupils to write the four sentences in their exercise books, then draw and label a picture of each animal. **Support:** Could cut out the jigsaw pieces from the Activity: How do animals depend on each other? and stick them in the correct order in their exercise books. **Challenge:** Could write a paragraph describing how living things depend on each other in each habitat (ocean and rainforest); should be encouraged to consider how animals are adapted to survive in their habitat, i.e. a toucan has a long, pointy beak to reach for fruit at the end of tree branches.	**LO:** To recall how animals get their food from plants and other animals. **Success Criteria:** I can name a producer and place it at the beginning of a food chain. I can name predators that prey on other animals. I can use arrows to show the order of a food chain. **Main Event**: Children to create two food chains using their knowledge of what animals eat. Select 'Folding food chains' (slide 4) and demonstrate the steps using the Activity: Folding food chains. Stick into books. **Support:** Could use the Activity: Food chains (support) to group the living things according to whether they belong in a woodland or an ocean habitat. Once grouped, they could use the images to create two food chains on their desks, using a whiteboard pen to draw arrows between them to show what each animal is eaten by. **Challenge:** Should add the labels producer, prey and predator to their folding food chains; could create an additional folding food chain for a coastal habitat which includes four living things, e.g. the algae is eaten by the shrimp is eaten by the crab is eaten by the seagull.

Samuel Allsopp
Primary & Nursery School

MEDIUM TERM PLAN