

TERM: Autumn 2		YEAR GROUP: Year 2		SUBJECT: Science- Microhabitats	
WEEK 1 DATE: WB 4.11.24	WEEK 2 DATE: WB 11.11.24	WEEK 3 DATE: WB 18.11.24	WEEK 4 DATE: WB 25.11.24	WEEK 5 DATE: 2.12.24	WEEK 6 DATE: 9.12.24
<p>LO: Working scientifically: To classify a variety of minibeasts.</p> <p><b>Success Criteria:</b> I can name a variety of minibeasts. I can recognise the different characteristics of minibeasts. I can sort minibeasts into groups based on my observations.</p> <p><b>Working scientifically:</b> I can organise questions to create a simple classification key.</p> <p><b>Main event:</b> Use the cards to play 'guess the minibeast'. Now as a group can we group the minibeasts. 'Can fly' or 'Cannot fly'. 'Patterned body' or 'Plain body'. 'Slithers' or 'Crawls'.</p>	<p>LO: Working scientifically: To recognise how scientists answer questions.</p> <p><b>Success Criteria:</b> I can recognise that scientists choose the most suitable way to answer questions. I can ask questions about worms. I can use an information text to find answers to questions.</p> <p><b>Main event:</b> Show children a box with 3 worms in. Chn to think of questions that will help them find out more about the worms. Set up a class wormery so we can answer the questions over the next few weeks. How will this be recorded?</p> <p><b>Support:</b> Use resource sheet</p>	<p>LO: To recognise that living things live in habitats to which they are suited.</p> <p><b>Working scientifically:</b> To gather and record data to answer a question</p> <p><b>Success Criteria:</b> I can make close observations and use equipment safely. I can give examples of how microhabitats suit the needs of minibeasts. Working scientifically: I can gather data and record it in a survey.</p> <p><b>Main event:</b> Chn to carry out a minibeast hunt around the school. Model to children how to do this safely when they find a creature.</p> <p><b>Support:</b> T to support</p>	<p>LO: Working scientifically: To ask questions and plan how to carry out an experiment.</p> <p><b>Success Criteria:</b> I can ask questions about the conditions minibeasts prefer. I can suggest what observations to make. I can order the steps of a method.</p> <p><b>Main event:</b> Children to discuss how the experiment will work from the instructions that have been given and order the method in books.</p> <p><b>Support:</b> Work with T</p> <p><b>Challenge:</b> Add notes to sentence strips. Explain how will we know what our result is.</p>	<p>LO: Working scientifically: To carry out an experiment and record data in a table.</p> <p><b>Success Criteria:</b> I can use a stopwatch. I can use tally marks to record results. I can use my results to answer a question.</p> <p><b>Main event:</b> Each person in the group to be given a job from the sheet. Make a prediction. Carry out the experiment and record the results. Model how to do a conclusion and write one together.</p> <p><b>Support:</b> Draw a picture of the experiment and explain.</p> <p><b>Challenge:</b> Give reasoning for the prediction. I think ____ because ____.</p>	<p>LO: To identify a variety of flowering plants. Science in action: To understand the role of a botanist.</p> <p><b>Success Criteria:</b> I can recognise similarities and differences. I can use an identification chart to name flowering plants. I can describe the role of a botanist</p> <p><b>Main event:</b> Children to look at different parts of plants and compare them to others. <b>We will not be able to go on a hunt around the school grounds because of the time of year.</b></p> <p><b>Support:</b> Provide diagrams and labels to match.</p> <p><b>Challenge:</b> CHn to note similarities and differences.</p>

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<p>Complete the classification keys in book.</p> <p>Support: TA to support</p> <p>Challenge: Choose 3 different criteria.</p>	<p><b>Challenge:</b> Make predictions to answer the questions they have asked with reasoning.</p>	<p><b>Challenge:</b> Count and tally the minibeast found and complete a graph</p>			
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