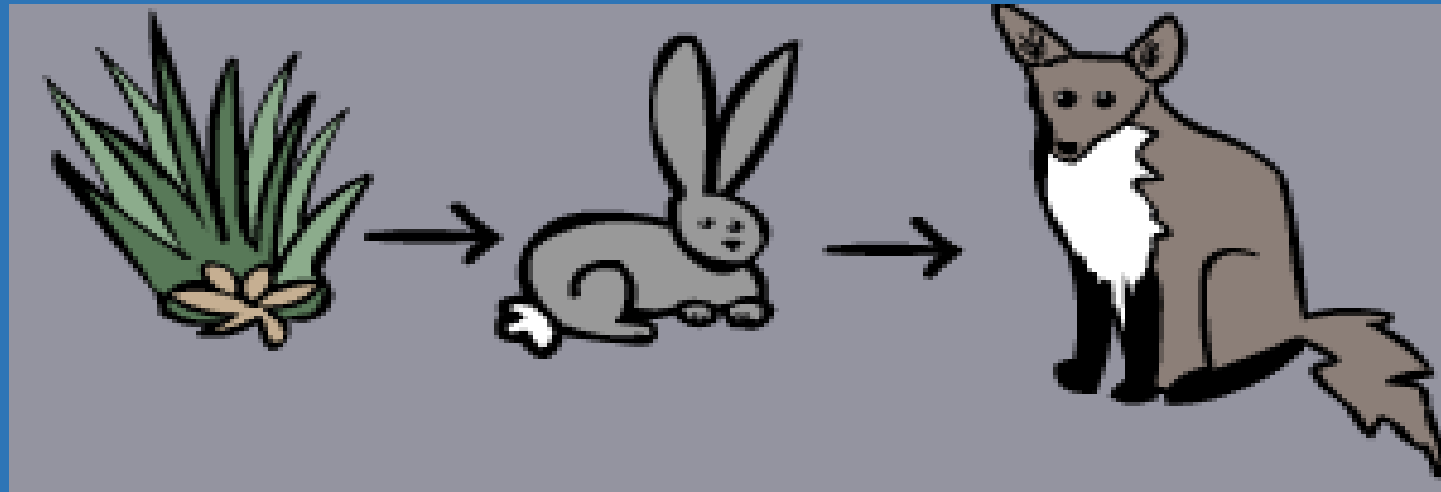


Topic Title: Survival

Year 2

Autumn 1



Pupils will be taught to:

- Ask questions and use simple secondary sources to find answers.
- Observe closely, using simple equipment and research different animals and their characteristics and habitats.
- Perform simple tests and record simple measurements and talk about their findings.
- Use simple scientific language
- Explore and compare the differences between things that are living, dead and have never been alive.
- 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.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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
- Find out about the basic needs of animals including humans for survival (water, food and air)

Immersion Activity/Provocation:

My pet human (Dr Xargles book of Earthlets)– Mantle of the expert type provocation – create an instruction manual/ presentation to come with a human for an alien being – take into account whether the human is adult, child or infant.

Food chain map- Linking food chains to habitats around the globe – children to research where animals and plants come from and link them to the others within their simple food chain.

Key question?

Can you identify what animals need in order to survive and thrive?

Big Questions:

Where does this animal live and why?

Can you describe and classify these animals?

Can you create a simple food chain including these animals?

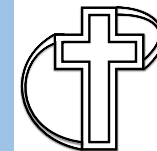
Can you describe the conditions of the habitats, including micro habitats for a number of plants and animals?

Can you compare the life found in differing habitats?

Topic Title: Survival

Enquiry Questions: Is a flame alive? Is a deciduous tree dead in the winter months?

Focus Texts: Dr Xargles book of Earthlets



	<u>Skills and Knowledge</u>
Some children will:	<ul style="list-style-type: none">• Observe closely, using simple equipment and research different animals and their characteristics and habitats.• Identify and classify – a variety of common animals, including fish, amphibians, reptiles, birds and mammals.• Identify and name a variety of common animals that are carnivores, herbivores and omnivores• Describe and compare the structure of a variety of common animals (see above)• Identify, name, draw and label the basic parts of the human body.
Most children will:	<ul style="list-style-type: none">• 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.• Identify and name a variety of plants and animals in their habitats, including micro-habitats• 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• Find out about the basic needs of animals including humans for survival (water, food and air). Link this to healthy living and lifestyle in discussion.
Some children will progress further and will:	<ul style="list-style-type: none">• Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they need to get their nutrition from what they eat.• Identify that humans and some animals have skeletons and muscles for support protection and movement.• Be able to group animals based on whether they have skeletons, assessing this by observation of movement .

Enrichment/Outdoor Learning: linked to the needs of humans for shelter – Forest Site

Animations, resources and videos:

<https://www.stem.org.uk/resources/elibrary/resource/33364/living-things-and-their-habitats-habitats>

<https://www.youtube.com/watch?v=ZrSWYE37MJs>

https://www.hamilton-trust.org.uk/science/year-2-science/animals-including-humans-healthy-animals/?gclid=Cj0KCQjwpf2lBhDkARIsAGVo0D2mKLIHCiNbJPPw5JOny3OnNB-9hJ43jSxKCGYQjBMuZ7DtHZB85NcaApszEALw_wcB

<https://www.bbc.co.uk/bitesize/clips/z96r82p>

Previously on... (Links to prior learning) Link to Y1 learning:

Observe closely, using simple equipment and research different animals and their characteristics and habitats.

Perform simple tests, including those linked to their own senses.

Identify and classify – a variety of common animals, including fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals (see above)

Key Vocabulary

Linked to animal classifications - fish, amphibians, reptiles, birds and mammals.

Herbivore/ carnivore/ omnivore

Alive/dead/never lived

Habitat

Thrive/ survive/ nutrition/ health/ food group names

Cross-curricular links:

Geography – linked to habitats

Data handling – sorting and classification

D&T – shelters

RSHE – Healthy Lifestyles and self care

Celebration of knowledge and skills gained (opportunities for assessment):

- To share their guides to keeping a pet human
- Display of food chains around the globe – using world map pins and string
- Forest School session – Shelter building competition – Success Criteria devised by the class taking into account what they have learned about human's needs

Non-fiction texts: