

**YEAR 2 LIVING THINGS AND THEIR HABITATS PLANNING**

**Class:**                                 **Term:**                                 **Subject: Science**                                 **Unit: Living things and their Habitats**

<p>Differentiation and support (Detailed differentiation in weekly plans.)</p> <p>SEN: give writing frames to work on. Support from more able partners in mixed ability work. Additional adult support.</p> <p>GT: work in books, rather than on writing frames. Encourage accurate use of scientific vocabulary. Provide extension activities to apply their own knowledge and to research information independently</p>	<p>English: listening for information in video clips, new vocabulary,</p> <p>Maths: sorting and sequencing, tally charts, results tables and bar charts</p> <p>ICT: videos on IWB, activities on computers</p> <p>PSHCE &amp; PE: learning how to treat animals respectfully</p>
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**At the start of the unit, create an insect woodpile, a bee hotel or a bird feeder (or more than one of these).**

W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	To know the common characteristics shared by all living things  (45 mins)	<p>Intro: Ask children to think, pair, share what characteristics all living things share Watch videos at:  <a href="https://www.youtube.com/watch?v=RpZUCo_rKLc">https://www.youtube.com/watch?v=RpZUCo_rKLc</a> (on MRS GREN – explain that not all organisms use oxygen for respiration e.g. green plants use carbon dioxide) – stop at 1 min 37 secs  <a href="https://www.youtube.com/watch?v=jpO52VTHeCQ">https://www.youtube.com/watch?v=jpO52VTHeCQ</a> (on the 7 life processes)  <a href="http://www.bbc.co.uk/programmes/p0177x42">http://www.bbc.co.uk/programmes/p0177x42</a> (on how plants move, grow and reproduce)  <a href="http://www.youtube.com/watch?v=Joaqv7fKyUg">http://www.youtube.com/watch?v=Joaqv7fKyUg</a> (on how plants are like us and have some of the MRS GREN characteristics)                      Explain how plants:                     <ul style="list-style-type: none"> <li>• Respire (breath) by taking in carbon dioxide and giving out oxygen (the opposite to us)</li> <li>• Sense e.g. flowers opening and closing when it gets light / dark and turning to follow the suns</li> <li>• Nutrition – plants get nutrients from the soil and make their own food from sunlight</li> <li>• Excretion – waste products may be stored in leaves that fall off, and oxygen and water are waste products from photosynthesis</li> </ul>                     Revise MRS GREN: Moves, Respires, Senses, Grows, Reproduces, Excretes and Needs nutrition (do actions to go with each one)</p> <p>Main: Children given a Venn diagram with headings of ‘Plants’ and ‘Animals’ Children given characteristics of plants and animals to sort in the Venn diagram, including MRS GREN characteristics which will go in the middle</p> <p>Plenary: Children to compare their work with a partner, discussing any differences Revise what MRS GREN stands for and how all living things have these features</p>	<p>Check videos open and play OK and skip / close ads</p> <p>Venn diagrams</p> <p>Characteristics displayed on IWB during independent work</p>	<p>MUST: know <i>some</i> of the characteristics of living things</p> <p>SHOULD: know <i>all</i> of the characteristics of living things</p> <p>COULD: be able to explain how plants and animals do each of the MRS GREN terms</p>

2	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>(40 mins)</p>	<p><b>Intro:</b>          Ask children to think, pair, share what we learnt in the previous lesson about what characteristics all living things share          Revise MRS GREN: Moves, Respires, Senses, Grows, Reproduces, Excretes and Needs nutrition          Explain to children that we can group / sort / classify all things into groups of 'Living', 'Dead' and 'Never Alive'          Ask children to think, pair, share how we might be able to tell if something is dead or was never alive          Explain that this can be quite easy, because the thing that is dead can look similar to how it looked when it was alive, e.g. fossils and skeletons          Explain that this can however be tricky, giving examples such as furniture made from wood and sea shells          Ask children to think, pair, share if fire is alive or not, and to give a reason for their answer          Explain how virtually all of our food comes from things that were once alive</p> <p><b>Main:</b>          Children given a table with headings of 'Living', 'Dead' and 'Never Alive'          Children need to cut and stick the following items into it: dinosaur, fire, fossil, cow, milk, tree, snake, fish and chips, kettle, tables, mountains and mushrooms          Lower ability to stick items on a worksheet; higher ability to stick headings and items in their books          Extension: add some items of their own to their table</p> <p><b>Plenary:</b>          Children compare their independent work with a partner, discussing any differences and explaining their choices          Explain any things that the children found tricky to classify          Ask children who got on to the extension to share some of their own examples and ask children listening to say where they would classify each of these examples          Discuss seeds and eggs being 'dormant' i.e. having the potential for life, bit not actually being alive yet</p>	<p>Worksheets</p> <p>Items to stick</p> <p>Scissors</p> <p>Glue</p>	<p><b>MUST:</b> understand that things can be classified as being alive, dead or never alive</p> <p><b>SHOULD:</b> correctly classify things as above</p> <p><b>COULD:</b> add some of their own examples to each of these 3 groups</p>
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<p>3</p>	<p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain</p> <p>(40 mins)</p>	<p>Intro:          Ask children to think, pair, share the differences between things that are living, dead, and things that have never been alive from the previous lesson          Watch the video on food chains at <a href="https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zwbtxsg">https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zwbtxsg</a> (if the link does not work, Google 'BBC Bitesize what is a food chain')          Come up with another example of a food chain with the children          Explain the following, using the food chain we created:</p> <ul style="list-style-type: none"> <li>• producers – plants are called producers because they 'produce' (make) their own food</li> <li>• consumers – animals that eat plants or other animals are called consumers because they 'consume' (eat) plants or other animals</li> <li>• predators – eat other animals</li> <li>• prey – get eaten by predators</li> </ul> <p>Ask children to think, pair, share some examples of food chains, including people too          Explain that there are also decomposers, which are organisms that break down dead animal and plant material, which returns their nutrients to the soil          Explain independent work, including how to complete the activities using the example of <a href="https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/z93vdxs">https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/z93vdxs</a> (if the link does not work, Google 'BBC Bitesize Food chain challenge – Savannah'):</p> <ul style="list-style-type: none"> <li>• go through the levels rather than choosing 'Free play'</li> <li>• click on a plant</li> <li>• either click on the Producer slot or drag and drop the plant to the Producer slot</li> <li>• click on an animal to see what it eats – if no animals that eat plants, need to use the arrows to move the screen to find one</li> <li>• repeat for the rest of the food chain, then click 'Check it'</li> </ul> <p>Main:          Children to complete the food chain activities at: <a href="https://www.sheppardsoftware.com/science/animals/games/food-chain/">https://www.sheppardsoftware.com/science/animals/games/food-chain/</a> (if the link does not work, Google 'Sheppard software food chains game')          Tundra - <a href="https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zcgbjty">https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zcgbjty</a> (if the link does not work, Google 'BBC Bitesize Food chain challenge – Tundra')          Woodland - <a href="https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zsphrwx">https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zsphrwx</a> (if the link does not work, Google 'BBC Bitesize Food chain challenge – Woodland')          Lower ability to draw each food chain on a worksheet; higher ability to draw each food chain in their books          Extension: Children to try to find all of the possible food chains</p> <p>Plenary:          Revise the terminology from the intro and what it means (food chain, producer, consumer, predator, prey)          Revise how plants make their own food from sunlight and how animals need to get their food by eating plants and / or other animals          Explain how if an animal or plant further down the food chain disappears, this is a problem for the animals further up the food chain, because they will have less to eat</p>	<p>PCs / laptops</p> <p>Worksheets</p> <p>Hyperlinks saved on network as a template .dotx so that children can all open them at the same time</p>	<p>MUST: know what a food chain is</p> <p>SHOULD: find out some examples of food chains</p> <p>COULD: as above, find more possible combinations for food chains</p>
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To access the complete [Year 2 Living things and their Habitats planning](http://www.saveteacherssundays.com/science/year-2/402/), and all of the resources needed to teach it, visit:

<http://www.saveteacherssundays.com/science/year-2/402/>



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