Science

Year 1 and 2

Autumn 1

Topic **All Living Things and their Habitats**

Rationale

Using the cross-curricular links with Geography and History and the study of Sir David Attenborough, the children will study the habitats of animals and their food chains.

NC Objective

- explore and compare the differences between things that are living, dead, and things that 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 microhabitats
- 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.

Links to other Subject/Topics.

Geography – David Attenborough (Continents and Maps)
History – David Attenborough
Art – Drawing and Painting, Portraits of Animals
English – Nonchronological Report

Inspiration for Aspiration

Vet, Veterinary Nurse, Zoo Keeper, Researcher, Animal Care Expert.

Key Content Year 1

- Is it living, dead or never been alive?
- What is a micro-habitat?
- How are habitats different around the world?
- Woodlice investigation
- How are living things adapted to their habitat?
- What is a food chain?

Key Content Year 2

- Is it living, dead or never been alive?
- What is a micro-habitat?
- How are habitats different around the world?
- Woodlice investigation
- How are living things adapted to their habitat?
- What is a food chain?

Concepts

Science	1	2	3	4	5	6
Plants						
Animals, including Humans						
Materials						
Light						
Sound						
Electricity						
Forces						
Earth and Space						

Skills and Knowledge EYFS

- Observing closely
- Making predictions (growth & change)
- Comparing, sorting & grouping (living things)
- Identifying and naming parts of the animal
- Use simple equipment (relating to care of animals)
- Begin to answer & ask simple questions
- Talk about what I have found out.

Skills and Knowledge Year 1

- Observe closely using simple equipment
- Identify and classify
- Perform simple tests
- Gather and record data to help in answering questions
- Ask simple questions and recognise that they can be answered in different ways
- Use their observations and ideas to suggest answers to questions
- Use scientific language

Skills and Knowledge Year 2

- Asks simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment
- Gather and record data to help in answering questions
- Identify and classify
- Use their observations and ideas to suggest answers to questions
- Use secondary sources of information such as the internet or books.

• Begin to use some scientific language •	• Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • Identify and name some plants and animals in their habitats. • Identify that most living things live in a habitat to which they are suited. • Construct a simple food chain with support	• Use a growing scientific vocabulary. • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • Identify and name a variety of plants and animals in their habitats. • Identify that most living things live in a habitat to which they are suited. • Construct a simple food chain.
EYFS Vocabulary Ageing Growth Baby Child Adult	**Year 1 and 2 Topic Vocabulary** Living, dead, never alive, habitats, micro habitats, Condition Adapted Food chain Omnivore Carnivore herbivore seashore, woodland, ocean, rainforest, desert.	**Year 1 and 2 Scientific Vocabulary** Investigate, test, observe, equipment, describe, check, key, sequence, label, diagram, discuss, propose, Predict question, experiment compare similarities differences
By the end of the topic <u>Year 1</u> children will with support:- • Say what is different about things that are living, dead or have never been alive • Identify some of the plants and animals in a familiar habitat Sort objects into categories • Find microhabitats • Describe the conditions in a habitat • Ask questions about different habitats • Describe the characteristics of some plants and animals • Name some sources of food		**By the end of the topic <u>Year 2</u> children will: -** • Say what is different about things that are living, dead or have never been alive • Identify some of the plants and animals in a familiar habitat Sort objects into categories • Find microhabitats • Describe the conditions in a habitat • Ask questions about different habitats • Describe the characteristics of some plants and animals • Name some sources of food
Assessment Grammarsaurus Cumulative Quiz and Assessment		