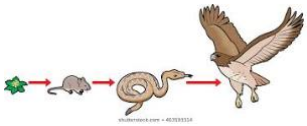
Science
Year 2
Term 3

Article 27

Final Outcome: We are working towards creating a presentation at a parent meal that shows our understanding of food chains and the basic needs of plants/animals.

Component 6: Use the idea of a simple food chain, and identify and name different sources of food
What we will know after this sequence:
- That a food chain shows how animal obtain their nutrition and how living things are linked.
- That food chains all begin with a producer.

Vocabulary:
Carnivore, omnivore, herbivore, consumer, producer, food chain.
How will this feed into my next learning:
- I will know how humans get their nutrition and where we fit in on a food chain.



SEN: Pre-teach key vocabulary, word mats, examples given.

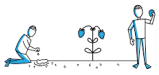
Component 4: Identify and name a variety of plants and describe how their habitat provides for their basic needs.
What we will know after this sequence:
- How plants are suited to their habitats
- How to identify some common plants and trees such as grass, oak, pine, sycamore, beech, daisy, rose, daffodil.

Vocabulary:
Plant, tree, nutrition, movement, sensitivity, adaptation, survival.
How will this feed into my next learning:
I can describe how animals obtain their food from plants and other animals.
SEN: Pre-teach key vocabulary, word mats, identify different plants with support.

Component 5: Describe how animals obtain their food from plants and other animals
What we will know after this sequence:
- How to describe where an animal or plant obtains its nutrition from and whether it is a consumer or a producer. E.g. a plant gets its nutrition from the sun, a consumer eats the plants and a predator eats the prey.

Vocabulary:
Carnivore, omnivore, herbivore, consumer, producer.
How will this feed into my next learning:
- I will be able to make simple food chains.

SEN: Pre-teach key vocabulary, word mats, examples provided.



Component 3: 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.
What we will know after this sequence:
- How habitats provide for the animals that live there referring to the 7 life processes.
- How animals are suited to their habitats (camouflage, beak shape, diet)

Vocabulary:
nutrition, movement, sensitivity, adaptation, survival.
How will this feed into my next learning:
Explain the habitats of different plants and how they are adapted to their environments.
SEN: Pre-teach key vocabulary, word mats.

Component 2: Identify and name a variety of animals in their habitats, including microhabitats.
What we will know after this sequence:
- A range of animals and their habitats such as savannah, rainforest, coastal, woodland, pond, desert, polar, urban.
- The characteristics of different habitats such as the temperature, plants that live the and terrain type.

Vocabulary:
habitat, savannah, rainforest, coastal, woodland, pond, desert, polar, urban.
How will this feed into my next learning:
Explain how habitats are suited to the animals and how animals are suited to their habitats.
SEN: Pre-teach key vocabulary, identify different animals, word mats.

Component 1: Explore and compare the differences between things that are living, dead, and things that have never been alive.
We should know:
- The 7 life processes (movement, respiration, sensitivity, growth, reproduction, excretion, nutrition)

What we will know after this sequence:
- Whether things are living, dead or never alive.
- Explain why things are living, dead or never alive relating to the 7 life processes (movement, respiration, sensitivity, growth, reproduction, excretion, nutrition).

Vocabulary:
living, dead, never alive, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition.
How will this feed into my next learning:
Explain how habitats are suited to plants and animals relating to the 7 life processes.

SEN: Pre-teach key vocabulary, recap 7 life processes, word mats, flow chart.